

IN-SERVICE TEACHER TRAINING
Jan 4- Jan 15, 2010



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Master Trainer Guide to

**In-service Training Package for
Accelerated Learning Teachers:**

*Strengthening Accelerated Learning Teacher Skills in
Reading, Numeracy and Effective Pedagogy*

January 4- January 15, 2009
Core Education Skills for Liberian Youth Project

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	DAY 1		DAY 2		DAY 3		DAY 4		DAY 5
7:00	REGISTRATION	7:45	BREAKFAST	7:45	BREAKFAST	7:45	BREAKFAST	7:45	BREAKFAST
7:45	BREAKFAST								
8:30	INTRODUCTIONS	8:30	RECAP AND PRACTICE OF ALL ELEMENTS LEARNED SO FAR	8:30	RECAP AND PRACTICE OF ALL ELEMENTS LEARNED SO FAR	8:30	RECAP AND PRACTICE OF ALL ELEMENTS LEARNED SO FAR	8:30	RECAP AND PRACTICE OF ALL ELEMENTS LEARNED SO FAR
9:00	CESLY INTRODUCTION								
9:15	SCOPE TOOL- PRETEST	8:45	A COMPREHENSIVE APPROACH TO READING INSTRUCTION	8:45	COMPONENTS OF READING: DECODING AND WORD RECOGNITION	8:45	COMPONENTS OF READING: ORAL READING FLUENCY	8:45	PROMOTING A CULTURE OF READING
11:00	ATTENDANCE AND PUNCTUALITY	11:15	INTRODUCTION TO EGRA (ASSESSMENT AND THE MANUAL)		PRACTICE	11:15	COMPONENTS OF READING: READING COMPREHENSION AND PRACTICE	10:45	PREPARATION FOR CORE CONTENT SESSIONS
12:30	LUNCH	12:30	LUNCH	12:30	LUNCH	12:30	LUNCH TEACHER FOCUS GROUPS	12:30	LUNCH TEACHER FOCUS GROUPS
1:30	TEACHER TIME ON TASK	1:30	COMPONENTS OF READING: PHONEMIC AWARENESS	1:30	COMPONENTS OF READING: VOCABULARY KNOWLEDGE	1:30	READING COMPREHENSION AND PRACTICE	1:30 2:15 2:45	NUMERACY IN THE ALP CLASSROOM UNDERSTANDING NUMERACY TEACHING NUMERATION
2:30	ENCOURAGING CRITICAL THINKING				PRACTICE	2:50	PURPOSEFULNESS AND CONTEXT OF READING	3:25 4:20	TEACHING ADDITION TEACHING SUBTRACTION
4:30	PRACTICE	2:50	TOOLS FOR TEACHING PHONEMIC AWARENESS	5:15	RECAP PRACTICE: PHONEMIC AWARENESS AND DECODING	4:30	PRACTICE OF NEW SKILLS	5:00	ADDRESSING ISSUES NOT UNDERSTOOD AND PRACTICE OF SKILLS THAT NEED REINFORCEMENT
5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION
	SUPPER		SUPPER		SUPPER		SUPPER		SUPPER
	EVENING MEETING		EVENING MEETING		EVENING MEETING		EVENING MEETING		EVENING MEETING

WEEKEND ASSIGNMENTS: ALL TEACHERS SIGN UP FOR ATTENDING A MINIMUM OF TWO PEER TUTORING SESSIONS.

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	DAY 6		DAY 7		DAY 8		DAY 9		DAY 10
7:45	BREAKFAST	7:45	BREAKFAST	7:45	BREAKFAST	7:45	BREAKFAST	7:45	BREAKFAST
8:30	RECAP AND PRACTICE OF ALL ELEMENTS LEARNED SO FAR	8:30	RECAP AND PRACTICE OF ALL ELEMENTS LEARNED SO FAR	8:30	RECAP AND PRACTICE OF ALL ELEMENTS LEARNED SO FAR	8:30	RECAP AND PRACTICE OF ALL ELEMENTS LEARNED SO FAR	8:30	RECAP AND PRACTICE OF ALL ELEMENTS LEARNED SO FAR
8:45 9:40	MULTIPLICATION TEACHING DIVISION	8:45	ADJUSTING ALP LESSON PLANNING FOR READING FOCUS	9:15	INSTRUCTIONAL STRATEGIES OR RESOURCES TO REINFORCE LEARNING PRACTICE	8:45	EFFECTIVE CLASSROOM MANAGEMENT – BEARING IN MIND TIME ON TASK	8:45 9:15	TEACHING AND LEARNING MATERIALS DEMONSTRATION INSTRUCTIONAL MATERIALS MANAGEMENT
10:50 11:40	TEACHING FRACTIONS TEACHING PATTERNS AND RELATIONSHIPS	9:45	READING AND NUMERACY CORE CONTENT STRENGTHENING	11:00	INCORPORATING CRITICAL THINKING AND ENGAGING AND RELEVANT CONTENT	11:15	ASSESSING STUDENT COMPREHENSION	10:30	SCHOOL SAFETY AND COMBATTING GENDER VIOLENCE
12:30	LUNCH	12:30	LUNCH	12:30	LUNCH	12:30	LUNCH	12:30	LUNCH
1:15	READING AND NUMERACY CORE CONTENT STRENGTHENING	1:30	READING AND NUMERACY CORE CONTENT STRENGTHENING	1:30	INCORPORATING CRITICAL THINKING & ENGAGING AND RELEVANT CONTENT	1:30	USING DAILY REPORT CARD	1:30 3:00	LEARNING FROM MONITORING, SUPERVISION, OBSERVATION AND MENTORING SCOPE POST-TEST
		4:30	LOCALLY PRODUCED TEACHING AND LEARNING MATERIALS	3:15	ENSURING THE PARTICIPATION OF ALL STUDENTS IN LEARNING ACTIVITIES	3:30	CONDUCTING OR MONITORING TUTORING AND LEARNER SUPPORT	4:30 5:15	CLARIFYING GAPS; COVERING TOPICS THAT NEED FURTHER PRACTICE EVALUATION
5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION
	MASTER TRAINER EVENING MEETING		MASTER TRAINER EVENING MEETING		MASTER TRAINER EVENING MEETING		MASTER TRAINER EVENING MEETING		MASTER TRAINER EVENING MEETING

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W E E K 1

Title of Session:
CESLY INTRODUCTION

Objective: to familiarize participants with one another, with their trainers and with the CESLY program

Time Allocated for Activity: Day 1, 8:30-9:15

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: flipcharts, markers

Activities:

Introduction of Participants

Use the interactive models of introduction you witnessed in the Master Trainer training or know from your own experience. It is important that the introduction be interactive and engaging with possible movement, so that this sets the tones for the training. By the time the teachers do the SCOPE tool pre-test later, they need to feel comfortable and well-adjusted in a safe, constructive learning environment.

Material to be Delivered in Large Group:

**Core Education Skills for Liberian Youth
(CESLY)**

About CESLY

- The overall purpose of the CESLY program is to improve educational opportunities and outcomes for Liberian youth and young adults.
- The implementing partners for CESLY are Education Development Center, YMCA of Liberia, and RTI, International, working closely with the Ministry of Education.
- The CESLY project operates in Bong, Lofa, Nimba, Montserrado, Maryland and Grand Jedah

CESLY CORE ACTION AREAS

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1. Accelerated Learning
2. Nonformal Education Program
3. Improving Teaching Capacity
4. Community Support of Education
5. Strengthening of MOE Institutions

TRANSITIONING FROM ACCELERATED LEARNING INTO NONFORMAL EDUCATION

- The Ministry of Education plans to phase out accelerated learning, and guide younger children to enroll in formal school, while youth enroll in a nonformal education program.
- In the 2009-2010 school year, CESLY will help enroll and graduate learners in Levels 2 and 3 of accelerated learning.
- In the 2010-2011 school year, CESLY will help enroll and graduate learners in Levels 3 of accelerated learning.
- In the 2010-2011 school year, CESLY will also pilot a nonformal education curriculum for youth, so that the Ministry can phase out of accelerated learning and scale up nonformal education for youth.

KEY MESSAGES ON ENROLLMENT IN ACCELERATED LEARNING

- Age appropriate enrollment for overage youth, ages 10 -35
- Girls are encouraged to enroll
- Children who are under age 10, should exit accelerated learning and enroll in formal primary school
- CESLY will help youth focus on work readiness/ life skills

IMPROVING TEACHING PRACTICES IN LIBERIA

CESLY's goal is to improve capacity of teachers to implement approaches that improve learning outcomes for participants, specifically to:

- Introduce refined methodology for teaching reading and math to improve literacy and numeracy outcomes
- Establish culture of reading where teachers work with community members to implement community-based reading activities with youth and other community members
- Effect change in teacher time on task, attendance, punctuality and overall teaching practices
- Introduce instructional guidance in teachers' materials
- Promote use of critical thinking in teacher pedagogy
- Introduce new teacher assessment tool to help teachers progressively improve performance

WHAT SHOULD A TEACHER BRING AWAY FROM IN-SERVICE TRAINING?

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Knowledge, skills and tools on how to improve:

- Time on Task, Attendance & Punctuality
- Reading and Numeracy Outcomes among Students
- Effective Pedagogy Skills

Introduce the concept of an imaginary handbag/carrying case. Draw a simple symbol on the wall. Each time a teacher identifies a piece of knowledge, a skill or a tool they should note this in their notebook. The notebook for the training should serve like a manual which in effect is like a handbag which they will carry away with them and use in their classroom.

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Title of Session: SCOPE TOOL- PRETEST

Objective: a) to ascertain the skill level of teachers upon entering the training b) for teachers and assessors to develop familiarity in utilizing the tool

Time Allocated for Activity: Day 1, 9:15-10:45

Preparation Tasks: prepare planning materials to give to each of the 6 teachers who will be pre-tested

Materials needed: 6 clean SCOPE tools, lessons plans from ALP manual which teachers can easily utilize

Background: During the In-service Training on Jan 4, teachers will be pre-tested on the first day of the training so that growth and progress can be measured during the time of the two week training and following training, when teachers are applying their skills in the classroom.

In-service training will be conducted in 24 different self-contained groups. On day 1 of the training, two demonstration teaching sessions will occur, of 3 different teachers teaching a model session concurrently. This means that 6 pre-tests will occur in each In-service training group. The training participants will be dividedly evenly to observe the teaching and act as students. The three sub-groups will be facilitated by the 2 Master Trainers facilitating the session and 1 LRC staff (the Training Officer, and the M and E officer, LRC Team Leader or Community Participation Officer). These individuals will simultaneously monitor each demonstration teaching and administer the SCOPE tool. Training participants will then be rated again at the end of the training session using the SCOPE tool, so that progress can be measured.

ACTIVITIES:

Prepare Participants (5 min)

Explain the nature of the activity, how giving them an assessment at the beginning of the training and the end of the training will allow them to measure their own skills, and see how they change through out the length of the training. Undergoing the pre-test is not a punitive activity. They shouldn't feel afraid. They should experience it like any other training game or activities. (The master trainer's manner of presentation can greatly affect how they feel in this regard). It is not necessary to go into the details of what is being assessed on the tool at this point.

Randomly Select Teachers (5 min)

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Have teacher count off, from 1 up to 8. Person number five will be selected from each group will be selected as the person to the SCOPE tool, totaling 6 individuals to participate in the pre-test. (It is important to count off to select teachers, rather than taking volunteers so that we have a random selection of teachers, not a selection of self-volunteering teachers who are more or less confident about their skills). Make sure to record the names because these same 6 individuals will be post-tested on the last day of the training.

Teacher Preparation (15 min)

Master Trainer #1 brings the individuals who called out number five go into a separate group. Master Trainer #1 gives the teachers about 15 minutes preparation time sharing with them a pre-selected lesson plan.

Simultaneously Master Trainer #2 and the LRC Staff person takes the 15 minutes with the remainder of the teachers to lead a group discussion in which teachers about the three items that teachers should take away from the course.

- Time on Task, Attendance & Punctuality
- Reading and Numeracy Outcomes among Students
- Effective Pedagogy Skills

Do they feel these issues are relevant to them in their own classrooms? In their own schools? What do they feel is going well and what would they like to see change?

Divide into groups (85 min)

After 10 minutes, have the remaining participants count off, from 1 up to 3. They should then divide into three equal groups. The 6 individuals selected to do demonstration teaching are divided with 2 teachers in each of the three groups. Master Trainer #1, Master Trainer #2 and the LRC staff person facilitate each group. These individuals will simultaneously monitor each demonstration teaching and administer the SCOPE tool. Each demonstration teaching should last for 40 minutes. At the end of the two 40 minute segments just as an ALP class would.

Debrief (5 min)

At the end of the two demonstrations, give the teachers a time to break and move freely about the classroom and relax.

At the end of the two teaching sessions, let trainers give brief feedback to the 2 individuals who did demonstration teaching in small group. If there is a desire for further dialogue or debriefing this can continue one on one during the lunch session. During the lunch or after the session, each assessor should also collect the background information on each teacher that is listed on page 1 of the SCOPE tool.

Icebreaker (5 min)

Before beginning the next activity, conduct a short (1-2 minute) icebreaker that brings the whole group together again. (You can use your discretion from the many icebreakers you know and that you experienced at the Master Training Training)

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Title of Session: Attendance, Punctuality and Teacher Time on Task

Objective: to acquaint teachers with how Attendance, Punctuality and Teacher Time on Task might be challenges, and for them to devise ways that these could be resolved in their own lives.

Time Allocated for Activity: Day 11:00-12:30,

Preparation Tasks: Review the notes you took during the Master Trainer Training on this session

Materials needed: flipcharts, markers, each teacher needs to have their own notebook with them

Activities:

GROUP DISCUSSION

Engage teachers in guessing...

? ? How many hours do you think the average human life lasts?

- You can try three guesses...
- 650,000 hours!

How long does a student spend in class in a semester?

- 40 minutes x 4 sessions per day = 160 minutes
- First marking period = 29 days
- Second marking period = 29 days
- Third marking period = 19 days
- 77 days in school in Fall Semester 2009
- 160 minutes x 77 days= 12,320 minutes or... 205 Hours

- But how many of this hour does a student actually engage in learning?

Engage teachers in brainstorming: ☞ Your Turn!

- Think of a student who goes through one semester of class.
- What happens when the teacher is absent?
- When the teacher is late?
- When the teacher spends time on things besides learning during class hours?

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Ask teachers in a large group writing answers on flipcharts

- ☞ What kind of challenges do teachers face in attendance?
- ☞ What kind of challenges do teachers face in getting to class and starting class on time?
- ☞ What kind of challenges do teachers face in staying on task once in the class?
- ☞ Make a list of strategies about how each of these challenges can be overcome...

(Review your notes from the Master Trainer training. Prompt participants with any items were important but not included)

Guide each individual in the room to take silent time and write down their own list of challenges that these personally face in attendance and punctuality. They should write down the challenges they face specifically in their own life.

School Level Plans

Break teachers and school administrators into small groups by school. (If there are too few teachers from one school then merge that group with a neighboring group.)

Let each group create a table on flipchart, such as below.

CHALLENGE	STRATEGY	ENSURING EFFECTIVENESS

Let each member of the group, contribute their own ideas about the challenges they personally face and how they think it can be overcome. Let them put down a strategy how they can ensure that the strategy is followed out, including possibilities of self-monitoring or monitoring each other. Let them each make a commitment to putting effort into accomplishing each strategy where they each sign their name to the flipchart. Allow time for each teacher to copy the table into their notebooks and the school administrator takes responsibility for taking the chart back to the school

12:30

Break for Lunch

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Title of Session: Teacher Time on Task

Objective: to acquaint teachers with how Teacher Time on Task might be challenges, and for them to devise ways that these could be resolved in their own lives.

Time Allocated for Activity: Day 1, 1:30-2:30

Preparation Tasks: prepare vision of good teaching flipchart; prepare a skit where the master trainer acts as a teacher wasting time in class.

Materials needed: flipcharts, markers

Time on Task in the Classroom (10 min)

- Walk through a typical day showing how 40 minutes in an accelerated learning class period is utilized in one day

Let one of the Master Trainers model poor teacher time on task. Let the other master trainer pretend to use a stopwatch and write on the board on how time is allocated. (5 min for this, 10 min for this). The recording master training should put the minutes on the board in two columns, one "on task" one "off task" (The demonstration should briefly go through the simulation of 40 minute day not actually expending 40 minutes)

At the end, total the amount of minutes spent on task in one day

Multiply this number x 4 periods, x 77 days. This is the total number of minutes spent on learning tasks.

Then divide the number of minutes by 60

See how the total compares with 205 hours for semester 2 for 2010

Your Vision of Teacher Time on Task (15 min)

What does it look like when a teacher has maximum time on task?

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

Virtually no time is wasted because the teacher:

- minimizes distractions from outside the classroom manages the classroom effectively,
- establishes effective routines to collect and distribute paperwork and materials,
- ensures smooth transitions between instructional activities,
- provides very clear instructions that allow students to effectively complete instructional activities,

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- prepares instructional materials ahead of time,
- Effectively plans and sequences instruction to virtually eliminate wasting time by frequently going back and forth during instruction.

Have teachers open their notes and make a label “My Vision of Good Teaching: Teacher Time on Task” accompanied by a happy face or thumbs up. Then they should copy the items into their notebook (Repeat this symbol through out the training so that teachers can open their notebooks and easily find the “My Vision of Good Teaching” pages.

☞ **Your Turn!** (15 min)

Divide the group into 9 groups by having them count off up to 9. (The objective of having more groups with a smaller number of people is to allow a greater number of teachers to practice newly learned skills during each practice session of the training) Let teachers model a simulation in which teacher overcomes challenges, disruptions, distractions, and other elements which took away from class time and establishes other routines that help them use time effectively.

Sharing with the Group (10 min)

Invite one of the groups to share their skit with the class.

Use comedy and encourage participants to insert funny elements to make the skits enjoyable.

Think with the group about how you will manage time on task during the training. From among the teachers, assign one person for each of the days to be a timekeeper, keeping the group accountable for maintaining time on time task.

Transitioning.

After they have had fun and lots of interaction, prepare them to get back in their seats and gather into large group for the next session on critical thinking.

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Title of Session: Encouraging Critical Thinking

Objective: to familiarize teachers with the concept of critical thinking, to understand how it can be integrated in teaching and to let them practice this skill.

Time Allocated for Activity: Day 1, 2:30 -5:30

Preparation Tasks: prepare flipcharts in advance

Materials needed: flipcharts, markers

Activities:

LARGE GROUP TIME

Critical Thinking (2:30, 15 min)

Ask participants:

- What do you think the word critical thinking means to you?

If there are items they have left out, supplement this with your notes from the Master Training.

What do the following critical thinking key words mean to you?

- Classify
- Compare
- Contrast
- Draw
- Design
- Analyze
- Draw conclusion
- Generalize

Probing or Open-ended Questions (2:45, 10 min)

What is the difference between a question with a defined right or wrong answer vs. a probing or open-ended question? Engage teachers in the following activity:

☞ Your Turn!

- With your partner, pick a topic you like and you want to teach your partner about. Now practice
 - Asking and answering probing and open-ended questions to help your partner understand the topic. Try it first using yes or no questions. Then try using the kind of words above and see what kind of different responses you get.

Understanding Patterns and Practices (2:55, 15 min)

- Identify and discuss some cultural practices that hinder critical thinking in our context...

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If there are items they have left out, supplement this with your notes from the Master Training.

Allow participants to share personal cases when they were able to engage in critical thinking or when they felt challenged about how to do so... (The cases can be either when they were teaching or also in other aspects of their lives)

Paint a Picture!

Vision of Good Teaching: (3:10, 20 min)

Engage teachers in “painting their vision of good teacher”

- Think of a scenario in the classroom? How would you implement critical thinking strategies in the classroom? What would a classroom look like where critical thinking is being used?

Vision of a Teacher who practices Critical Thinking

What does it look like when a teacher practices critical thinking?

- The teacher usually asks open-ended, follow-up, and probing questions both within the context of the lesson and in relation to other contexts.
- The teacher encourages students to wonder!
- The teacher makes practicing higher order or critical thinking skills a consistent and integral part of the lesson.
- The teacher plans a lesson with a central focus on providing students with ample and extended opportunities to: (a) gather, classify, analyze, and synthesize evidence and/or information, (b) compare and contrast ideas, (c) make defensible inferences, and/or (d) develop the attitudes and skills to ask critical questions or make critical comments regarding information, ideas, and assumptions discussed in textbooks or class.

Paint your own Picture!

• Identify characteristics of a *child* who thinks critically. List these on the wall... Supplement with your notes from the Master Trainer training. Make sure that items like wondering, asking questions, looking at cause and effect relationships, are included on the list.

(3:30, 10 min)

When the group has come to agreement about its vision, allow time for each person to copy the two lists into their notebooks with the “My Vision of Good Teaching” symbol.

☞ **Your Turn!** (3:40, 15 min)

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- Divide persons into groups of two, with the same person with whom they did the open-ended questions activity.

Let the group design a teaching activity utilizing critical thinking skills. (15 min preparation)

Demonstration teaching (4:00, 40 minutes)

After the minutes is over, let them get into groups of six, (let each team of two, count off, up to 9 so that the teams of two are approximately evenly divided among the 9 groups.)

- In small groups, model the teaching activity for others.... (10-15 min each for each of the three teams of two). After each 15 minutes signal to the group, so that they allow the next teaching team to conduct its activities.

At 4:40 stop the teams.

Debrief (4:40, 10 min)

Bring the group back together. Let them debrief and share what parts of critical thinking pedagogy were easier to implement, and which parts gave them challenges, and how they tried to overcome the challenges. (10 min)

Linking Critical Thinking to Problem-Solving (4:50, 10 min)

Engage the group in discussion –

How would the group define problem solving?

What does critical thinking have to do with problem solving?

Ask teachers to pull out their vision of good teaching. Ask them to make the symbol for the vision of good teaching and add the label “Problem Solving”

- The teacher plans a lesson in which problem solving is a central focus. Students are provided with ample and extended opportunities to: (a) define problems, (b) come up with questions for further investigation, (c) provide alternative approaches to solving similar problems, and/or (d) assess the effectiveness of these alternative approaches.

Lesson Planning (5:00, 15 min)

Gather participants into a team of two, with the partners they worked with to design a critical thinking lesson. Now ask them to take that same lesson and integrate problem solving into the lesson, designing a teaching activity with the partner in which they link critical thinking to problem solving.

Model Teaching (5:15, 15 min)

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At the end of the day, ask for a volunteer to demonstrate their lesson plan to the class. Choose someone who has demonstrated that they are getting the point and will model well to others. If there is extra time, allow a second team to present their lesson.

Before ending for the day, explain the “recap” activity at the beginning of each day and ask for a volunteer to prepare to deliver that session. Explain the “handbag concept” denoted in the following activities.

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Title of Session:

Recap of Day 1 Practice of all elements learned so far

Objective: to enable participants to review attendance, punctuality, time on task, critical thinking pedagogy and problem solving pedagogy

Time Allocated for Activity: Day 2, 8:30 -8:45

Preparation Tasks: volunteers need to prepare ahead. They need to draw a picture of a handbag for participants to visualize

Materials needed: to be determined by participants

Activities:

Volunteers draw the picture of the “handbag” before participants arrive.

Give the floor to the recap volunteer to present the key points that teachers should take away from Day 1 of the training?

What knowledge, skills and tools should teachers take away in each of the following areas and keep in their handbag?

- attendance
- punctuality
- teacher time on task
- critical thinking pedagogy
- problem solving pedagogy

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Title of Session: **A Comprehensive Approach to Reading Instruction**

Objective: to enable participants to articulate the way they think people learn to read, to become familiar with the components-based approach to reading and to compare and contrast the differences between them.

Time Allocated for Activity: Day 2, 8:45-11:15

Preparation Tasks: prepare flipcharts in advance on components of reading; summarize in your own words the description of putting all the components together

Materials Needed: flipcharts, markers

Activities:

Mental Models of Reading (8:45, 10 min)

Engage teachers in a group discussion

⌘ Think about it...

How do you think people learn to read?

- What are the components of reading?
- What skills do people need to know how to do?
- How do you they learn those skills?
- Does it happen all at once or does it occur in steps?
- What does the teacher do that makes children learn to read?
- Or do children just learn to read best on their own?

Your Turn! (8:55, 15 min)

Making your own Map of a Mental Model

⌘ Break participants into groups of five.

Have them draw a map, a mental model of how students learn how to read.

Round Robin (9:10, 15 min)

⌘ Next do round-robin visits to each mental model map, where one person stays at home-base and explains the mental model to the visiting groups.

A Comprehensive Approach to Reading Instruction (9:25, 35 min)

Bring participants back to the main group.

Facilitate a presentation.

What do reading researchers say?

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“Rigorous research has identified an effective approach to teaching children to read, and this approach is referred to as *evidence-based reading instruction*. Evidence-based means that rigorous evaluations have found that this approach helps most children learn to read efficiently and effectively.

Evidence-based reading instruction defines reading as a set of *component reading skills* that can and should be learned individually but also a set of *reading practices* that require the integration of all of those skills to perform tasks with text” (JC). The components are:

- Phonemic awareness
- decoding and word recognition
- vocabulary knowledge
- oral reading fluency and comprehension
- reading and comprehension

? What do each of these terms mean?

Phonemic Awareness

Phonemic awareness is:

- The ability to recognize the different sounds of spoken words, parts of words (syllables), or phonemes (the smallest unit of sound in a given language).

In your own words...

- How can you put that in your words?

Give a few examples...

Decoding

Decoding refers to the ability to connect phonemes to letters in order to sound-out unknown words. Decoding is the process of being able to translate sounds written on paper into a word that is pronounced according to the rules of the given language.

In your own words...

- How can you put that in your words?

Can you show an example of a learner who can decode words as opposed to one who cannot?

Word Recognition

- Word recognition refers to the rapid and effortless ability to read whole words, or word parts, after patterns have been encountered in print a sufficient number of times to allow for automatic retrieval from memory.

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In your own words...

- How can you put that in your words?

Give a few examples...

Vocabulary knowledge

- Vocabulary knowledge is the understanding of the meanings of words and their uses in varying contexts.

In your own words...

- How can you put that in your words?

Why do you think it is important?

Oral Reading Fluency

- Oral reading fluency is reading with speed and accuracy, but it also includes reading out loud with the correct stress, intonation, and emphasis.

In your own words...

- How can you put that in your words?
- Demonstrate what it looks when a reader has oral good fluency?
- And when she does not?

Reading Comprehension

- Readers must actively work to make sense out of what they are reading by constantly integrating what they are learning in the text with what they know from their own experience and accumulated knowledge

In your own words...

- How can you put that in your words?
- How do you know if a reader is comprehending what they read or not?

Separate or Related?

- These parts are separate and unique, but only when they all work together is the skill of reading learned.
- What analogies can you think of where you learn separate skills and put them all together to make it work?
- Learning to play soccer?
- Learning to dance?
- Learning to cook?

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- Learning to drive? or... you choose

Putting the Components of Reading Together

Master Trainers should summarize the following description of reading, and tell it to teachers in your own words.

“Mastering these components enables readers to accomplish tasks (i.e.: learning, entertainment, religious practice, information seeking, record keeping, and communication) with text (i.e.: books, letters, documents, magazines, pamphlets, emails, and signs). Research has also found that reading instruction is most effective when it is linked to writing instruction, and so this training will address writing as well.

Since reading takes place within the mind and is, therefore, impossible to see, an analogy is useful to understanding this evidence-based approach. When a football (soccer) team is preparing for a game, the players spend some time practicing individual skills, such as passing or kicking goals, and some time playing the game by splitting the team into two sides or arranging practice games with other teams.

The players are practicing component skills and then integrating all of those skills to play a practice match. Many amateur players learned the game without formal practice of the component skills, and a few of those players may be quite good. However, most players who learn without a focus on component skills are not accomplished players, and every professional player prepares for his or her next game by practicing component skills. In fact, most good amateur players probably practiced those skills on their own or with friends when they were young. Good players do not have to think about these component skills once they are in a match because the skills have become automatic through practice. While in the game, the player is, instead, thinking about strategy, predicting where the ball might go next, and assessing the strengths and weaknesses of the other team.

The same is true for reading. Some children appear to have learned how to read without direct instruction in component skills, but most of these children probably practiced the component skills alone or with family and friends. Children need instruction and practice in the components of reading, and they need to use those skills to accomplish tasks with text. The component skills should be taught by starting with easy, simple skills and then slowly introducing more difficult, complex skills. The tasks and the texts should be ones that are a little bit difficult for students but not too difficult for them to read successfully. In addition these tasks and texts should be ones that are interesting and enjoyable for the students.

Teaching that focuses only on components or only on reading practices does not provide sufficient support to children so that they can develop into good readers. Both should be taught from the earliest stages of learning to read. However, to be good readers, children must learn to efficiently and effortlessly integrate multiple, component skills in order to make meaning from print.

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Good readers immediately process the visual information presented in the curves, lines, and dots that make up letters. Good readers instantaneously use this visual processing to call up information about sounds that the spelling patterns represent and to immediately activate knowledge about word meaning and use. Good readers have a large vocabulary so that they know the meanings of most of the words they read, and good readers are aware of the process of reading so that they can maintain their attention and accomplish the task they have for the text they are reading. (JC)”

Compare your Mental Model (10:00, 15 min)

Put participants in the same small groups as the mental models of reading activity.

- Pull out your Mental Model and compare it with that of the reading researchers. How are they similar and how do they differ?
- What are common gaps or misconceptions about reading, when you look at your own or others’ ways of teaching reading and compare it with what researchers have developed?
- If there are differences between the mental model your group created and the evidence-based approach to reading, how you would address or implement the idea of needing to change behaviors.

Making Change (10:15, 15 min)

Convene as a large group again.

- If you are working with a mental model that differs from the evidence-based comprehensive approach, how can you change your teaching if you have doing it and thinking in one way for a long long time?
 - What are the obstacles to change?
 - What makes it easier to change?
 - What strategies can be employed to change the way you teach reading?

Documenting (10:30, 10 min)

Have participants document in their notebooks, the strategies that can be used to change.

☞ Your Turn! (10:40, 15 min)

- In small groups, develop role plays to address this issue.

(10:50, 15 min)

Count off in groups of five and allow each group to develop a role play.

Present role plays (10 min)

Present one role play (or more as are feasible) before 11:15.

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Title of Session: **Introduction to the Early Grade Reading Assessment Approach and EGRA Manual**

Objective: to understand the EGRA that will be conducted in their classrooms; to understand the EGRA Plus manual and how to use it

Time Allocated for Activity: Day 2, 11:15-12:30

Preparation Tasks: study the lesson in the EGRA Plus Manual, Read the passage below and be able to summarize for teachers from memory, rather than reading verbatim.

Materials Needed: flipcharts, markers, EGRA Plus manuals, sample of decodable books

Activities:

Group Presentation (11:15, 15 min)

Summarize the following background on the Early Grade Reading Assessment...

What is the Early Grade Reading Assessment?

Remember how we discussed the evidence-based understanding of reading. Some of your work actually feeds into and contributes to that research.

Many of you have experienced teams of assessors coming to your schools to conduct reading assessments.

What these teams are doing is looking at how children are learning to read and whether they understand the core components of reading we discussed above.

Many of you have already had a visit from a team of assessors to your schools in November 2009. These assessment teams will visit a sample of your classrooms in June 2010 and again in June 2011 at the conclusion of the CESLY project. They will be able to systematically assess in where students are when they begin, how much improvement they make after you go home from this training and start using new skills, and how much improvement they make by the end of the project.

You shouldn't be worried or afraid if a team of assessors visits your classroom. You won't be penalized for bad results. Instead, learning what is happening in CESLY classrooms will help us to better understand how you as teachers, as well as the project implementers can help strengthen reading.

What tools exist to help me strengthen reading skills in my class room?

In the past two years, the Early Grade Reading Assessment project did an assessment in other counties in Liberia several years ago and found particular patterns of weaknesses demonstrated by learners in those counties. In order to systematically address these, and strengthen children in the areas where they were weak, the Early Grade Reading

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Assessment project developed a manual that systematically teaches learners how to read, from step 1.

The CESLY project would like to utilize this manual. Why? Because even though Level 2 and 3 learners are at different levels of reading, we need to go back to the basics and ensure that learners have been trained how to reading in a systematic way, without missing any key building blocks, that are needed in order to layer the next level of learning. While you may think that the readers in your class are far beyond, we found that learners in some Level 3 classes couldn't pronounce the sounds of letters! So CESLY wants to ask you to utilize this manual during the Language Arts session of your classes. If you utilize the manual 3 days out of a 5 day week, learners will be able to reach a certain level of fundamental understanding of the core building blocks of reading before the end of semester 2 in 2010!

What does this manual cover?

The Early Grade Reading Assessment (EGRA) Plus: Liberia Project has developed a manual that systematically introduces skills for teaching through programmed instruction. Each of the 20 lessons covers:

- Phonemic Awareness
- Phonics
- Phonics and Fluency Practice
- Vocabulary and Sight Words
- Comprehension
- Listening Comprehension

Using the Tool (11:30, 10 min)

☞ On your own!

Tell teachers:

Turn to the lesson on page 6. Read through the lesson to yourself quietly.

Practice (11:40, 20 min)

Tell teachers to:

Join with a partner next to you. In teams of two, practice teaching the lesson to one another with one person as teacher and one as student.

Modeling (12:00, 30 min)

Choose one of the teams that is doing particularly well. Ask this team to model the method going through a whole lesson plan with the group, up until the 12:30 lunch break.

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Title of Session: **Components of Reading: Phonemic Awareness**

Objective: to enable teachers to understand phonemic awareness and feel comfortable teaching it in the classroom

Time Allocated for Activity: Day 2, 1:30-5:30

Preparation Tasks: prepare flipcharts with information and lists of phonemes...

Materials needed: flipcharts, markers, paper for participants to make flash cards

Activities:

Group Presentation (1:30, 45 min)

What is Phonemic Awareness?

Phonemic awareness is the ability to recognize the different sounds of letters, parts of words (syllables), or phonemes.

Teach pronunciation of letter names, letter sounds, and letter combination sounds.

What is a phoneme?

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In linguistics, the phoneme of a language represents the individual sound patterns that constitutes the language structure. In short, each of the sound elements in a language is called a phoneme.

What some organs that produce specific sounds?

- Bilabial Region (two lips) – producing the phoneme sounds /p/, /b/, /m/
- Dental region (teeth and tongue) /th/
- Alveolar region – (tongue hit rugged upper part of mouth) /t/, /d/,
- Laryngeal region - /h/

(Don't emphasize the use of strange new vocabulary words. Just use these as a way to point to regions that don't have other recognized names and help them isolate what body parts are used in making phonemes)

Phonemic Awareness

- Understanding difference phonemes is one of basic fundamental aspects of reading. To begin to understand or approach reading, one must look at the individual sound patterns that constitute the English sound system.

“Students must learn to recognize the different sounds that make up words. This skill is referred to as *phonemic knowledge*. To develop this skill students must learn and practice the sounds associated with individual letters and combinations of one or more letters. Students first learn the names of the letters; then they learn the sound each letter makes, and finally they learn the sounds of the letter combinations. Students must then practice this skill so that it becomes easy and automatic. For English the letter names, letter sounds, and letter combination sounds are (JC)”:

Letter Names:

A, B, C, D, E, F, G, H, I, J, K, L, M,
N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Sounds:

- Easy Consonants: T, N, R, M, D, S, L, C, P, B, F, V
- Short Vowels A, E, I, O, U, Y
- Long Vowels (with final E) A_E, E_E, I_E, O_E, U_E
- Long Vowels E, O

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- | | |
|---|--|
| ▪ Single Consonants | G, H, K, W, J |
| ▪ Consonant Pairs | TH, CH, SH, WH |
| ▪ Alternate Consonant Sounds | C (s), S (z), G (j), X (gs) |
| ▪ Long Vowel Pairs | EA, EE, AI, AY, OA, OW |
| ▪ Initial Consonant Blends
(Beginning of word) | PR, TR, GR, BR, CR, DR, FR, ST
SP, SK, SC, SW, SM, SN, PL, CL,
BL, FL, SL, GL, TW, STR |
| ▪ Final Consonant Blends
(End of word) | LD, LD, SK, ST, NK, NT, MB, MP,
NG |
| ▪ R-Vowels | AR, ER, IR, OR, UR, AIR, ARE,
EAR, EER |
| ▪ Broad O Vowels | AW, AU, AL, O |
| ▪ Other Vowel Sounds | OO, U (oo) |
| ▪ Schwas | A, E, I, O, U |
| ▪ Other Letter Combinations | GN, PH, KN, WR, OUGH, EA, IGH |

(schwa= An unstressed and toneless neutral vowel sound)

Practice making each of these sounds...

Practice making new sounds

Examples of Short Vowel Sounds

A	apple	_ <i>pple</i>	apple
E	egg	_ <i>gg</i>	egg
I	ink	_ <i>nk</i>	ink
U	umbrella	_ <i>mbrella</i>	umbrella
O	octopus	_ <i>ctopus</i>	octopus

Examples of Consonant Sounds

- *Short sounds for Consonants*

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- B - bat, c - cat, d - dog, f - fish, g - goat, h - hut, j - jar, k - kite, l - ladder, m - mitten, n - nut, p - pail, q - Queen, r - rabbit, s - sun, t - top, v - valentine, w - window, x - box, y - yard, z - zebra.

What sounds change when two letters are put together?

- /ch/
- /th/
- /gh/
- /wr/
- /ph/
- /sh/

Processing new information (2:15, 15 min)

Have participants copy the list of letter names and list of sounds into their own notebooks

Vision of Good Teaching of Phonemic Awareness (2:30, 10 min)

Ask teachers to develop what they would think is a vision of good teaching of Phonemic awareness. Correct or prompt them to make sure that their list includes the following.

1. Students are taught the names of the letters.
2. Children are taught to both make the correct sound when they see a letter or letter combination and identify the correct letter or letter combination when they hear the sound.
3. Lessons are short and frequent
4. Children are taught individually or in small groups.

Ask teachers what they think of as poor teaching of Phonemic awareness....

Weak Teaching:

1. Though letter names and sounds might first be taught in a specific order (as from a chart for example), students are presented letters randomly (as with flash cards) and must also be taught to name letters and connect sounds to letters and letter combination without having first solidified the phonemes in their minds.

Documenting (2:40, 10 min)

Each teacher writes down a vision of good teaching of Phonemic awareness.

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TOOLS FOR TEACHING PHONEMIC AWARENESS (2:50)

What tools exist for teaching phonemic awareness?

- Flash cards
- RTI EGRA Plus Manual
- Decodable books
- Instructional tools that you make from existing local materials

Flash Cards (2:50, 40 min)

Distribute paper and instruct participants to make their own flash cards. (20 min)

“Each teacher is given sufficient blank flash cards and black marking pens so that they can make flash cards for each letter and letter combination. Each card should have one letter or letter combination on one side and at least one word, but preferably three words, which include the letter or letter combination on the other side. The word or words should be ones that are in the texts that students are using to learn to read. (Use the EGRA manual as a resource to find words that students are learning to read)

Teachers should then break into groups of three or four and discuss ways in which they could use these flash cards to teach students how to pronounce letter names, letter sounds, and letter combinations. After they have come up with several ways to do this, each small group practices these methods in their group (JC)”.

The Master Trainer then calls the small groups into a large group and shares the ways they have identified with the large group. Each method is demonstrated.

Teachers should then write down these ways of teaching in their notebooks.

How Can I Practice Teaching Phonemic Awareness? (3:30, 40 min)

- Turn to the lesson on page 9 of the RTI EGRA Plus Manual.
- With a partner run through a sample lesson on page 9 and 10 (they can stop at end of page 10, before they reach Vocabulary section on page 11)

The second partner teachers Week 1 Day 3 lesson using the sample lesson on page 12 and 13 of the manual. The person should stop before reading the vocabulary section.

Each of the two should be given up to twenty minutes to complete the lesson. If the first partner has not finished after 20 minutes, Master Trainers should make the teams switch in order that both of the two teachers get practice time.

•

Decodable books (4:10, 35 min)

Show the sample of the Teach the World decodable books and explain that a pair of these books will be available in every classroom.

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Group teachers into 3-4 per group.

Let teachers practice reading a story with learners, using the flash cards to supplement.

Have learners pretend to be new readers, eliciting the kind of errors common among Level 2 and 3 learners.

Let each of the teachers get practice using a different decodable book and reading aloud, with a focus on introducing a new phoneme through the book. Start with Decodable book 1, about the fat cat.

Instructional tools that you make from existing local materials, (4:45, 30 min)

Let groups of teachers of 3-4, develop a list of Instructional tools that could be made from existing local materials. They should develop their lists and write them in their notebook. They can be making the tools up to 5:15. They should know they will also have more time later to continue making the books.

5:15

In the last period of session, let teachers practice elements that were difficult for them with phoneme pronunciation. If they show no difficulties grasping phonemes, let them continue practicing new EGRA plus lessons in the book, working only up and stopping at the vocabulary section if they try a new lesson.

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Title of Session:

Recap of Day 2 -Practice of all elements learned so far

Objective: to enable participants to review

Time Allocated for Activity: Day 2, 8:30 -8:45

Preparation Tasks: volunteers need to prepare ahead. They need to draw a picture of a handbag for participants to visualize

Materials needed: to be determined by participants

Activities:

Volunteers draw the picture of the “handbag” before participants arrive.

Give the floor to the recap volunteer to present the key points that teachers should take away from Day 2 of the training.

What knowledge, skills and tools should teachers take away in each of the following areas and keep in their teacher’s handbag?

- Comprehensive Approach to Reading Instruction
- Early Grade Reading Assessment
- EGRA Plus Manual
- Phonemic Awareness

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Title of Session: Components of Reading: Decoding and Word Recognition

Objective: to enable participants to develop skills to be able to teach decoding and word recognition

Time Allocated for Activity: Day 3, 8:45-12:30

Preparation Tasks: Make up your own imaginary script or identify a script that you know and training participants do not.

Materials needed: flipcharts, markers, EGRA manual, paper that can be used to make flash cards, scissors, ALP curriculum manuals

Activities:

GROUP ACTIVITY (8:45, 10 min)

How do we make meaning out of dots and lines and symbols?

Begin the session in a very serious tone. As a Master Trainer, make up your own alphabet. (If you are literate in another script, you can use that script. Examples of other scripts: Arabic, Hindi, Amharic, Russian, etc.). Make a series of lines and symbols across the wall. Now read that sentence in your imaginary language (or a language you know that others do not). Ask the teachers comprehension questions to test if they understood the content you delivered. Reprimand them when they answer incorrectly.

After teachers have experienced what it feels like to be lost when asked to decode and make meaning from written script they don't understand, then engage in the following group discussion.

Presentation (8:55, 45 min)

Making Meaning

- To be good readers, children must learn to efficiently and effortlessly integrate multiple, discrete component skills in order to make meaning from print
- A good reader immediately processes the visual information presented in the curves, lines, and dots that make up letters. Good readers instantaneously use this visual processing to call up information about sounds that the spelling patterns represent and to immediately activate knowledge about word meaning and use. Up until now, many teachers in primary schools have either not been providing direct instruction of component skills or teaching those skills in ways that are not effective in helping learners learn how to read. Some learners will graduate from level 3 or 6th grade without being able to sound a word that they have never seen.

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Students must also learn to sight read words, read them as whole words without having to sound them out. This skill is referred to as *word recognition*. Learning to read whole words rapidly and effortlessly occurs only after seeing the words many times. Reading whole words is critical for effective reading and reading comprehension. Students with weak decoding and word recognition skills tend to rely on context information as a primary strategy for reading words. That is they guess at what a word is based on the other words that are in the sentence they are reading. Because of their over-reliance on context, these children tend to make more word recognition errors, and they exhibit lower levels of comprehension.

What is decoding?

- Decoding refers to the ability to connect phonemes to letters in order to sound-out unknown words.
- Teaching decoding and word recognition is most effective when children are systematically taught the relationships between sounds and letters, referred to as phonics instruction.
- This phonics approach to instruction also supports reading comprehension.
- “Some languages, such as English or French, preserve the historical origins of their words at the expense of clear sound to letter relationships, and decoding, therefore, requires not only knowledge of those sound-letter associations but also of unusual clusters of letters (such as “ight” in night and right in English).(JC)”
- Decoding, therefore, requires not only knowledge of those sound relationships but also of unusual clusters of letters

Words Spelled Based on Sound Relationships

- cat
- big
- ask

Words Spelled Based On Historical Origin of a Word

- night (Anglo-Saxon origins)
- Phone (Greek origins)
- Wrong (Anglo-Saxon origins)
- -ton (Latin origins)

When you see strange patterns of letters that are not common in English, this usually means that the English language meshed with the influences of another language and you still see the “footprints” of that other culture within the English language.

Every time you see those two letters together, you can see the pattern and you can help students connect themselves with history too so that they start to recognize the Greek and Anglo-Saxon parts of history showing up on their book pages!

Practice

Have teachers turn to a partner.

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Let them practice decoding familiar words, and practicing sounding them out.

Let them identify a list of words that follow sound relationships.

Let them identify a list of words that follow unusual sound relationships, (usually because of history).

Word recognition

- Word recognition refers to the rapid and effortless ability to read whole words, or word parts, after patterns have been encountered in print a sufficient number of times to allow for automatic retrieval from memory.

Students must also learn to sight read words, read them as whole words without having to sound them out. This skill is referred to as *word recognition*. Recognizing whole words, or word parts, after patterns have been encountered in print a sufficient number of times to allow for automatic retrieval from memory.

Learning to read whole words rapidly and effortlessly occurs only after seeing the words many times.

☞ Your Turn!

Engage teachers in brainstorming

Why do you think automatic retrieval of words from memory is important?

After teachers have generated their ideas, supplement with the following information.

- Because learners can get so focused on making out the words, that they forget the meaning of what they are reading by the time they get to the end of the paragraph!
- This automatic word recognition of reading individual words out of context is critical for effective reading and is highly correlated with reading comprehension outcomes. Multiple encounters with words and letter patterns enable readers to retrieve words as whole units, freeing the “brain energy” of the reader from the need to decode those words.
- Reading whole words is critical for effective reading and reading comprehension. Students with weak decoding and word recognition skills tend to rely on context information as a primary strategy for reading words. That is they guess at what a word is based on the other words that are in the sentence they are reading. Because of their over-reliance on context, these children tend to make more word recognition errors, and they exhibit lower levels of comprehension.

Sight word instruction

- What is sight word instruction?
- -introducing words as whole units rather than analyzing their letter-sound correspondences.

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- Sight word instruction is also a critical part of early reading instruction, particularly in languages, such as English, that have high frequency words that are not decodable using a set of rules
 - *One*
 - *Women*
 - *the*

Engage learners in eliciting other examples of words that would be difficult to decode phonetically, where sight word recognition could be useful.

Documenting

Have teachers write the list in their teacher notebooks.

Vision of Good Teaching: Teaching Decoding and Sight Word Recognition (9:40, 20 minutes)

- How would you teach sight word recognition?
- What kind of methods would you use?

☞ Brainstorm in groups of 3-4. Then write your answers on the wall.

After participants have supplied answers, prompt or supplement with the following information.

Vision of Good Teaching:

1. Students are taught to put letter and letter combinations together to make words and to divide words into letters and letter combinations that make up the sounds of the word.
2. Students are taught to recognize whole words.
3. Students are given many opportunities to read text that contains the whole words they are learning.

Poor Teaching:

Ask participants to elicit aspects of poor teaching of decoding. Ask them why this would be poor teaching. What would happen if they used these methods to teach decoding or word recognition.

After participants have supplied answers, prompt or supplement with the following information.

1. Students are taught whole words without learning to decode.

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2. Students are taught whole words without opportunities to read them in text.

Documenting (10:00, 10 min)

Have teachers write the vision of good teaching for decoding and word recognition in their teacher notebooks.

Putting Decoding in Context (10:10, 10 min)

- How much time do you think needs to be spent on decoding and sight word recognition?
- Turn the lesson on page 12. With a partner, look at the flow of the lesson. Look at how much time is spent on the basics of phonemic awareness and phonics, until you begin to introduce sight words on page 13.
-

Practicing Decoding and Word Recognition (10:20, 40 minutes)

- ☞ On your own!
- Turn to the lesson on page 12. In teams of two, practice teaching the lesson to one another, focus on how phonics leads to word recognition, and how you would present the word recognition section

If the first partner has not finished after 20 minutes, Master Trainers should make the teams switch in order that both of the two teachers get practice time.

Tools for Teaching Word Recognition (11:00, 15 minutes)

Engage teachers in brainstorming as a group.

- What kind of instructional materials would you use for teaching word recognition?
- How could you create materials you need in the classroom?

(Guide teachers to make word cards, but encourage them to also think up their own innovative instructional devices...)

Filling up your handbag (11:15, 30 minutes)

- With a partner, create your own instructional materials that you will take back in your “teacher’s handbag” and would use in your classroom. Make materials based on words that you encounter in lessons from Weeks 1-10 in the RTI EGRA Plus Manual. Look at the stories in italics to generate words (stories found on p. 8, p. 25, p. 44, p. 61, p. 84, etc.)
- You may also use the Accelerated Learning curriculum for your level to generate words.

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11:45

Gauge where the participants need more time. Engage them in continuing to make instructional materials, conducting sample lessons or any other areas where they exhibit challenges.

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Title of Session: **Component of Reading: Vocabulary Knowledge**

Objective: to enable participants to learn effective strategies for equipping learners with good vocabulary

Time Allocated for Activity: Day 3, 1:30-5:00

Preparation Tasks: Write out the reading passage on the wall.

Materials needed: flipcharts, markers

Activities:

GROUP ACTIVITY (1:30, 15 min)

The trainer reads out the following passage and asks comprehension questions.

“The Atlantic Ocean has beautiful golden **racatacas**. Gbana and his **oraliyot** live near the **racatacas**. There is a lot of fresh **kubliot** and **merkel** there. Gbana’s **oraliyot** catches **marda** from the **kreel**.

Answer the following questions:

What do you think the racatacas look like?

Why do you think there is a lot of kubliot and merkel at the racatacas?

Do you think it is easier for Gbana’s oraliyot to catch marda in the kreel or the racatacas?

After participants have been given the opportunity to answer the questions, ask them-

- What did you not understand about this paragraph?
- Why was it difficult?
- Were you able to guess what a kreel or a racatacas is?

Turn to RTI Manual Volume 2, page 9

Compare the imaginary vocabulary words to the real English words below.

Did you guess any of the meanings of the imaginary vocabulary words correctly?

Living Near The Beach, By Ruby T. Martin

The Atlantic Ocean has beautiful golden **beaches**. Gbana and his **grandmother** live near the **beach**. There is a lot of fresh **air** and **sunshine** there. Gbana’s **grandmother** catches **fish** from the **lagoon**.

This shows the value of knowing vocabulary. Some times you can figure out what the vocabulary is from the context. But sometimes you make errors when you don’t have the full information. A student who is trying to make sense of new words without full information can come out of a class session with an entirely different idea than you think they might have.

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PRESENTATION (1:45, 15 min,)

What does vocabulary refer to?

Vocabulary knowledge is the understanding of the meanings of words and their uses in varying contexts.

- Are you ever puzzled by an unfamiliar word when you are reading?
- Do you have problems with decoding of strange words and your comprehension isn't what it should be?

Vocabulary In Your Own Life ...

- With your partner next to you, think of an example, in your own life, in which you didn't get a key word being used by other people. What happened? Where there other things that you missed because you missed that word? How did you catch up? Were you able to catch up to others who already knew that word and were not slowed down by not understanding it?

What is the significance of vocabulary knowledge?

- To read rapidly and efficiently, you must instantly recognize and define thousands of words, some never seen before, others whose meaning on context simply escapes you.
- Vocabulary is a comprehension tool. Failure to understand a word slows down your reading rate.

Why Vocabulary is important.

- It improves comprehension.
- It improves speaking.
- It increases a person's knowledge base
- Without sufficient vocabulary, a reader does not grasp key points. More and more information is layered and the individual has holes or gaps in their comprehension of what is going on. This leads to missing information that comes later as well.

What happens when a child is exposed to a vocabulary-poor environment ?

- In the United States, research was done comparing children who entered school from low income backgrounds vs. those from middle income background.
- They found that those from lower income background came into to school having been exposed to hundreds of thousands of fewer words. These kids

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absorbed new vocabulary faster than the other kids, but they were never able to catch up academically with the kids who had been exposed to hundreds of thousands more words in their early years.

What are different kinds of vocabulary?

- *Oral* vocabulary refers to words used or recognized in speaking or listening
- *Reading* vocabulary refers to words the individual recognizes when they are presented in a print form.

If I get it, can I use it?

- *Receptive* vocabulary refers to the words an individual understands when presented with the words, either orally or in text.
- *Productive* vocabulary designates those words the individual can actually use in writing or speaking themselves

SMALL GROUP DISCUSSION (15 min, 2:00)

Discuss: In small groups of 4-5, discuss the following questions

- Make a list of instances in which you note that a student did not pick up a key element in class due to a gap in vocabulary
- Can you think of an example in your life or in the life of a student when you could comprehend a word, but you could not reproduce it?
- What is the status of the present vocabulary of the learners in your classroom? Is it adequate for daily reading tasks?
- Do you find any differences between children who speak English at home and children whose mother tongue is not English?

PRESENTATION (15 min, 2:15)

So then.....How do we build our vocabulary knowledge?

- Understanding word meaning is a foundation to overall comprehension
- If you want to become a competent reader and increase your overall reading speed, then you must increase your vocabulary knowledge.
- Building one's vocabulary doesn't mean we must study long list of rare and technical words. This practice would be a waste of time.
- The best way to develop vocabulary is to read, and read extensively.
- By being exposed to new words, we are forced to expand our comprehension of these words
- As a teacher, one must pay attention to words that may seem new for learners
- Often that unfamiliar word may be explained by a context clue. It may be explained by a modifier, restatement, or even an example.

Helping Ourselves so We can Help Others...

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What about when I myself can't understand the word through the context clues?
How can I deepen my own knowledge?

Dictionaries ! Dictionaries are created for the sole purpose of helping you expand knowledge when you do not know the meaning of a word.

What if I am a teacher, and I don't know the word, and I don't have a dictionary?

Your Turn to Brainstorm.

What should the teacher do when he or she doesn't know the word and can't find the meaning?

(Take a list of suggestions of from teachers. After they finish, add the following topics if these have not already been covered.

- Utilize a dictionary ?
- Try and figure out from the context of the word
- Ask other teachers/administrators in the school ?
- Ask others around the school (volunteers, educated persons) who may have content knowledge about the word?
- Send text message to LRC training officer or DEO or Master Trainer ?

Have teachers note down the list in their notebooks.

SMALL GROUP DISCUSSION (2:30, 15 min)

- **YOUR TURN:** In groups, brainstorm your own strategies for how to expand vocabulary as a teacher in a rural classroom. What strategies will work in an ALP classroom in rural Liberia....

Debrief on what each group mentioned. Have participants write down the strategies in their notebooks

LARGE GROUP DISCUSSION (2:45, 35 min)

Once you find the word, how do you keep it?

- The human brain has been compared to a garden. If you live in a house with a garden around it, if you go and plant a flower in one corner of the garden, and then leave it, you will never find that flower again. All the other leaves and plants will grow around it.
- In order to find the flower, you have to plant it first, in a secure place and make sure that the flower is solidly planted in the ground
- The next day you make a path through the vegetation to find it again

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- And the next day you follow that path again, until a path is worn through the vegetation and you can easily find the flower whenever you want it.
- If you don't carve a path, the vegetation will grow and you will never find the flower again

Retaining Vocabulary Knowledge

- Therefore in order to remember vocabulary, we cannot be exposed just once. We have to repeatedly become exposed to the vocabulary and see and use it in different contexts.
- Once you have learned the meaning of a new word, that word becomes your personal property.
- Use it daily in as many situations as possible.

A Vision of Good Teaching of Vocabulary..

Your turn to brainstorm....

How can you teach vocabulary to students in an effective way?
(Prompt participants with any items below that not included)

- Provide opportunities for learners to learn new words in rich contexts.
- Teach vocabulary both directly and indirectly.
- Teach words that are appropriate for learners' age and ability levels.
- Teach vocabulary directly in ways that actively engage learners.
- Introducing words before reading texts has been found to be effective.
- Find ways to repeat and reintroduce the use of the word, at different times and in different contexts.

Have participants document in their notebooks, the strategies that can be used for teaching vocabulary.

Discuss with the group:

How can you recognize students for whom the language spoken at home is not English?
What kind of special support do you think these students need in the area of vocabulary?

Next have the teachers look at the ALP curriculum materials and make a list of words that they think would be difficult in level 2 or level 3 and might need explanation. Since you may not have curricular materials for every one do this as a large group activity or spread around the curricular materials that you have available.

PRACTICE (3:20, 20 min)

YOUR TURN: Your very own word

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In groups of two...

- Invent a new word- a word that does not already exist in the English language. Do not tell the meaning to anyone. Next with your partner introduce this new word to your partner. (If anyone has a hard time thinking of a new word, they can use the imaginary words presented at the beginning of the session)
- How will you teach your partner the meaning of the word?
- What materials will you show them to understand the word?
- How can you help them understand the word by its context?
- How can you check to make sure that they correctly understood the meaning of the new word?
- How will you help them get exposed to the word in different contexts?
- What strategies will you use to reinforce and help them practice using that new word?

Walk through each of these steps with your partner.

(after 10 minutes, make sure that all partners switch)

DEMONSTRATION TEACHING (3:40, 20 min)

- Open the RTI manual, volume 1 to page 11 and read the story on Toe the Young Hunter. How does the manual help the teacher work with students to understand the vocabulary?

Discuss the strategies used as a large group.

Choose one stronger teacher to model the teaching of vocabulary section of that lesson for the whole group.

STUDYING LESSON PLANS (4:00, 20 min)

Next, in groups of 2-3, have teachers compare the vocabulary sections of the lesson plan on page 7, page 11, then page 13, then page 16 of the manual.

Guide teachers to read and see how the lesson builds on the previous vocabulary words that students had learned on earlier days.

TEACHING PRACTICE (4:20, 55 minutes)

Merge the small groups of 2-3 people in two, so that you can groups of 5-6 people in each group.

Engage teachers in sample teaching.

Have them turn to page 15 (Week 1, Day 4 in the EGRA manual) and let them run through teaching the sample lesson, from step 1 up to the end.

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Title of Session:

Recap Practice: Phonemic Awareness and Decoding

Objective: For participants to practice the elements they found most challenging about phonemic awareness or decoding.

Time Allocated for Activity: Day 3, 5:15- 5:30

Preparation Tasks: Master Trainer observation of where teachers have most challenges

Materials Needed: flipcharts, markers

Activities:

In the last session of the day, let teachers practice the parts of phonemic awareness and decoding they found most challenging. This could include pronouncing sounds, blending letters, using flash cards, or using the EGRA Plus manual's method to introduce new phonemes or putting sounds and parts of words together.

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Recap of Day 3: Practice of all elements learned so far

Objective: to enable participants to review decoding, sight word recognition and teaching vocabulary

Time Allocated for Activity: Day 4, 8:30 -8:45

Preparation Tasks: volunteers need to prepare ahead. They need to draw a picture of a handbag for participants to visualize

Materials Needed: to be determined by participants

Activities:

Volunteers draw the picture of the “handbag” before participants arrive.

Give the floor to the recap volunteer to present the key points that teachers should take away from Day 3 of the training?

What knowledge, skills and tools should teachers take away in each of the following areas and keep in their handbag?

- Teaching decoding
- Teaching sight word recognition
- teaching vocabulary

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Title of Session: Oral Reading Fluency

Objective: to enable participants to help learners develop oral reading fluency

Time Allocated for Activity: Day 4, 8:45 -11:10

Preparation Tasks: Familiarize yourself with the story on page 44 and practice reading with incorrect intonation. Put the relevant information on flip charts.

Materials Needed: flipcharts, markers

Activities:

GROUP ACTIVITY (15 min, 8:45)

Tell the participants.

- Close your eyes and lean back.
- Listen to the passage that the trainer reads aloud.

The Master Trainer should turn to the story about Nyanquoi from King-Gray on page 44. Read the story with flat intonation, having difficulty sounding out words, going slowly, making mistakes, making the intonation drag when it should be funny, or making it sound hesitant, when the uncle should be angry. When there are punctuation marks like a question mark, use the intonation you would use for a period. Stop and start at the wrong times in the flow of the paragraph.

What happens when you don't have oral fluency?

- Can you follow the point of what is happening in the passage?
- What parts were not clear to you?

What happens when oral fluency is there?

- Now listen the passage when it is read with oral fluency.

The Master Trainer reads the paragraph with full vibrance and fluency, putting exclamation and emotion at the times where the reader would expect.

Ask participants:

- When you heard this second reading what was different?
- Are there parts of the story that you more clearly understood?
- Did you understand the emotions and the anger of the uncle more clearly the second time you heard the story? Did you get the humor in the story when it was read the second time with oral fluency?

PRESENTATION (9:00, 45 min)

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How One Skill Relates to the Whole Process Of Reading

- “Teaching that focuses only on components or only on reading practices does not provide sufficient support to children so that they can develop into good readers. Both should be taught from the earliest stages of learning to read. However, to be good readers, children must learn to efficiently and effortlessly integrate multiple, discrete component skills in order to make meaning from print.
- A good reader immediately processes the visual information presented in the curves, lines, and dots that make up letters. Good readers instantaneously use this visual processing to call up information about sounds that the spelling patterns represent and to immediately activate knowledge about word meaning and use (JC).”
- Because learners can get so focused on making out the words, they forget the meaning of what they are reading by the time they get to the end of the paragraph!
- Being able to individual words out of context is critical for effective reading and is highly correlated with reading comprehension outcomes (Perfetti, 1985; Torgesen, Rashotte, & Alexander, 2001). Multiple encounters with words and letter patterns enable readers to retrieve words as whole units, freeing the reader from the need to decode those words.
- When reader are familiar enough with how to verbalize sounds and words ...

What does this lead to ?

Fluency!

Oral Reading Fluency

Oral Reading Fluency is the ability to read

- easily
- with speed
- with accuracy
- with appropriate rhythm
- with appropriate stress and emphasis in the right places.
- with intonation characteristic to the language
- and with expression that conveys the meaning of what is being read
- Fluency includes the ability to decode words rapidly and to group words into meaningful units for interpretation.
- It also includes attending to punctuation, determining emphasis, and pausing appropriately in order to make sense of what is being read.

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Putting it all together

☞ Your turn

Open your EGRA Plus manual to the story on page 8 about “Toe, the Young Hunter”.

Practice- what does it sound like when a reader reads it aloud without oral fluency.

(Master Trainer asks for volunteers to read particular sentences to the group)

Practice reading:

Without normal speed

Without accurate pronunciation

Without accurate rhythm

With stress and emphasis in wrong places

With intonation characteristic of someone
from Guinea or Cote D'Ivoire

With incorrect intonation at punctuation
marks

Then with normal speed

Then with accurate pronunciation

Then with accurate rhythm

With stress and emphasis in the right places

With intonation characteristic of someone
who is a native English speaker

With correct intonation at punctuation
marks

☞ For Group Discussion

What skills is oral fluency building on? How do they all fit together to make oral fluency?

Why Should Fluency Be Taught?

According to the two research reports, fluent reading aids a reader's ability to comprehend text. Two major activities make demands on a learner's brain at the same time:

- decoding (recognizing words, punctuation marks...)
- comprehending.

Individuals who must expend great effort in decoding have less mental energy to devote to understanding the meaning of text.

Research with older learners suggests as well that fluency is an issue for adult beginning readers, intermediate and even some advanced readers.

Adult beginning readers' fluency is similar to the fluency of children who are beginning readers.

Reading research also shows that receiving instruction and practice in fluency may lead to increases in reading achievement.

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Vision of Good Teaching: Oral Fluency

Ask participants: What do you think are some strategies for teaching oral fluency?

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- Provide opportunities for readers to read passages orally multiple times with guidance and feedback from teachers, peers, or parents.
- Use systematic phonics instruction to improve beginning readers' fluency.
- Practice isolated words from a passage and then reading the passage repeatedly until fluency is attained
- Re-read a student's own dictated story until fluent reading of the story is achieved
- Practice with a version of a passage that is one grade-equivalent level above the student's reading comprehension score (either by recording it or having a higher level student read the passage)

Allow time for all participants to write down the session in their journals.

GROUP DISCUSSION (9:45, 30 min)

Teaching Oral Fluency

Break participants into groups of 10

☞ To Discuss as a Group

- How can you teach oral fluency to a youth learner in an accelerated learning class ? What strategies will you use?
- How do you correct them if they are making a mistake?
- What do you do if the learner is reading a passage and making mistakes in speed, accuracy, stress, intonation, and expression ---all at the same time?
- If there are learners in the classroom whose native language is English and there are others with another native tongue, will you do anything differently with them? What kind of assistance to second language learners need?
- What are kinds of challenges do you think you would face when it comes to teaching oral fluency? How would you overcome them?

(Make a chart on the wall to document your ideas...)

Come back to the large group and share relevant thoughts from the groups with the larger session.

ROLE PLAY (10:15, 20 min)

☞ **Your Turn!**

- In groups of two, turn to the passage on page 39 of Volume I of the EGRA Plus Manual.
- Role play with one person as learner, and the other as teacher. How does the teacher help the learner to achieve oral fluency in reading the passage.

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- Practice utilizing the strategies you have identified for practicing fluency with multiple reading passages in the EGRA Plus Book

TEACHING PRACTICE (10:35, 35 minutes)

Merge the small groups of 2-3 people in two, so that you have groups of 5-6 people in each group.

Engage teachers in sample teaching.

Have them turn to page 18 (Week 1, Day 5 in the EGRA manual) and let them run through teaching the sample lesson, from step 1 up to the end.

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Title of Session: Components of Reading: Reading Comprehension and Practice

Objective: to enable participants to teach reading comprehension in the classroom

Time Allocated for Activity: Day 4, 11:10 -12:30

Preparation Tasks: prepare flipcharts

Materials Needed: flipcharts, markers

Activities:

GROUP PRESENTATION (11:10, 45 min)

What is Reading Comprehension ?

Readers must actively work to make sense out of what they are reading by constantly integrating what they are learning in the text with what they know from their own experience and accumulated knowledge

Reading comprehension refers to “getting the point” of a piece of text

What do you think are the resources or sources of knowledge that a learner can draw on to figure out what is going on in a piece of text?

??? What are your ideas ???

(Engage participants in eliciting their own answers. Supplement with the following ...)

Reading comprehension results from a dynamic interaction of :

- the words of the text at hand
- the reader’s own experience
- the reader’s own accumulated knowledge
- the reader’s knowledge of language, and print
- the reader’s purposes for reading
- and the comprehension strategies which the reader knows and employs to support understanding.

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What are some outside factors that may affect a person's ability to comprehend?

(Engage participants in eliciting their own answers. Supplement with the following ...)

- Cultural differences
- English as a second language
- malnutrition
- learning disabilities
- Knowledge of vocabulary
- Fluency
- Mental distress outside the classroom

Think! Your turn!

What are the some of the background factors specific to learners in accelerated learning classrooms that might affect their comprehension abilities?

Why Should Reading Comprehension Be Taught?

- In order to construct meaning of what they are reading, children must learn how to pay attention to whether what they are reading is “coming together” or “makes sense” with what they have already read..
- Skilled readers are purposeful and active, applying comprehension strategies as they strive to construct meaning.
- However, reading research shows that many older beginning readers, however, are not even aware that strategies exist and are not likely to develop them if they are not taught how.
- So.researchers have concluded that teaching comprehension strategies is effective in enhancing reading comprehension and should be an integral part of reading instruction.

What is self-monitoring?

Students must actively work to make sense out of what they are reading by constantly integrating what they are learning in the text with what they know from their own experience and accumulated. In other words, in order to construct meaning of what they are reading, children must learn how to pay attention to whether what they are reading is “coming together” or “makes sense” with what they have already read. This skill is referred to as *self-monitoring*.

How can students develop self-monitoring?

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Students can develop self-monitoring habits in order to better fully comprehend a piece of text

Active comprehension strategies for self-monitoring should be taught by demonstration and description to help children understand the active thinking processes that make comprehension possible.

Students can demonstrate deep comprehension by talking about how they are making sense of what they read and by answering questions about or discussing text events, information, character actions, and thematic elements

What are some strategies for teaching comprehension?

Provide explicit instruction and practice in the following:

- question generating
- question answering
- comprehension monitoring
- pictures or symbols that give meaning to text
- story structure
- Using headings
- Summarizing verbally
- Self-questioning
- Skimming

Your turn!

What other strategies can you think of?

Which strategies would be most suitable in an accelerated learning classroom?

Documenting

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Strategies for Teaching Reading Comprehension

TEACHING PRACTICE (11:55, 35 min)

☞ On your own!

In pairs of two practice modeling these techniques for enhancing comprehension using the story on page 24 of the RTI EGRA Plus manual. Have the partners switch after 15 minutes.

Break for Lunch

GROUP PRESENTATION (1:30, 20 min)

Review the list of strategies practiced before lunch.

How would you put these kinds of strategies into practice in your learning in the classroom?

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(elaborate the question for them... What kind of activities would you develop? Would you use just one of the strategies?...)

(Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.)

- Engage learners in cooperative learning, in which learners instruct or interact with each other to learn text comprehension strategies.
- Provide tasks that demand active involvement.
- Provide instruction in comprehension alongside with instruction in word analysis, fluency, and vocabulary.
- Encourage and teach students to use comprehension strategies flexibly and in combination.
- Provide more *explicit* instruction in reading comprehension strategies for older learners
- Explore multi-media (books, computers, instructional materials) instruction to improve reading comprehension.
- Make time for sustained silent reading each day

Why is sustained silent reading important ?

(Students must read silently as much as possible. This practice is usually done outside of class either as a homework assignment or for pleasure. However, students should spend part of every school day reading silently. This practice is referred to as sustained silent reading.)

Documenting

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: How to Put Reading Comprehension Strategies into Practice in the Classroom

☞ Let’s Plan (1:50, 20 min)

Tutoring for Reading Comprehension

If you are conducting tutoring or if there are volunteers in your community who were willing to work with learners and help them practice reading, how would you enable them to operationalize some of these strategies?

In groups of two, each teacher gives a mock orientation to a would-be volunteer teaching that person how to monitor and encourage comprehension in the classroom. How would you help that person develop a lesson that involves the strategies and lessons mentioned above?

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Teaching Practice (2:10, 40 min)

In groups of 4-5

Using the above strategies, as well as manners of putting those strategies into practice, teach the following lesson: Week 2, Day 1 on page 22 of EGRA Plus volume 1. When you get to the comprehension section, place extra attention on putting into practice the comprehension strategies you have learned.

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Title of Session:
Components of Reading:
Purposefulness and Context of Reading

Objective: to enable participants to understand how learners interest in reading increases when the topic engages them

Time Allocated for Activity: Day 4, 2:50-4:30

Preparation Tasks:

Materials Needed: flipcharts, markers

Activities:

(2:50, 45 min total)

GROUP PRESENTATION (2:50, 5 min)

Let's vote!

Why are we here learning all these items in this training ? Why do young people spend do many years in school?

Which of the following options do you vote for?

Are we here....

1- TO LEARN TO READ

or

#2 TO READ TO LEARN

Up until now this training session has focused a lot on the 'how', but not the 'why' of reading. Unless the content is interesting and relevant to a learner's life, they will not have much interest in picking up a mixed bag of skills. They must have a reason to want to learn.

Group Work (15 min)

Gather in groups of 5-6.

Make a list of reasons why you think readers might want to learn.

What use do they have for reading?

What do you think they would like to read?

What kind of materials exists that are interesting and relevant to their lives?

How could you make materials that would be interesting for readers?

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Role Play (10 min)

In your groups of 5-6, make a role play. Half of the groups should develop a role play around a piece of reading material that is interesting and engaging to students' lives. The role play should show how the teacher uses reading techniques learned in the training, combined with interesting content so that students get excited about reading. They should incorporate ideas from their small group discussion.

The other half of the groups should design a role play around a piece of reading material that is boring and irrelevant to students' lives. The role play should show how the teacher uses all the right reading techniques learned in the training, but does not make it interesting for the reader. What happens to the learners in that class?

Present the role plays (20 min)

READING INSTRUCTION: Putting it all together (3:35, 50 min)

Using scaffolding as a learning strategy (10 min)

What is a scaffold? What does it look like? Have a volunteer draw a scaffold on the wall.

Discuss:

Is the structure of the scaffold always there or does it gradually decrease?

How is reading to learn like a scaffold?

Is it like a staircase where you move sequentially up different levels?

Or do you learn things at different times and then build on components of your learning ?

Reading research suggests scaffolding new learning, gradually withdrawing the amount of assistance offered to the learner. This scaffolding can include

- Direct explanation
- Modeling
- Guided practice
- Application

And remember the activity on Day 2. Reading is not a series of isolated parts!! It is only when you combine all these elements that you can be successful at reading.

In your own groups.... (10 min)

Draw a scaffold. Show how you can scaffold learning about reading, with providing heavy support in the beginning and withdrawing support as the learners' skills increase.

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Summarize what you have learned in the last three days using the diagram of a learner in a scaffold. The winner of the competition gets a special prize or recognition (You as Master Trainers can decide what—you may wish to hang that group's poster or... let them line up first for dinner, or whatever prize/recognition you think is valuable to them... and does not incur cost)

Teaching Practice (30 min)

In groups of 3,

Next demonstrate how you would reinforce learning when a learner is

A beginning reader

An intermediate reader

And an advanced reader.

Think about skills of phonemic awareness, word decoding and recognition, vocabulary, oral fluency, reading comprehension,

Let each member of the group model teaching, for a different level.

Use the story on page 7 of VOLUME 2 of the EGRA Plus manual for a sample stories

(ensure that participants switch, after each 10 minutes)

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Title of Session: Adjusting ALP Lesson Planning For Reading Focus

Objective: to enable participants to review teaching of numeracy skills and peer tutoring session

Time Allocated for Activity: Day 4, 4:30-5:30

Preparation Tasks: study of the syllabus of both curricula

Materials Needed: to be determined by participants, list of topics, ALP Manuals, EGRA Plus Manual

Activities:

GROUP PRESENTATION

Putting into Practice a New Approach

- Each of you has been utilizing the RTI EGRA Plus Manual to practice new methods for teaching reading.
- These manuals start at the very beginning of the reading and help teachers bridge the process of building steps to reading step by step
- Now that teachers will have a new technique for teaching the basic skills of reading, how will you incorporate that into the current Accelerated Learning classroom?

How to fit in what a learner needs....

- There are 78 days of instruction in Semester 2, 2010
- There are 80 days of instruction in the EGRA Plus manuals, Volume 1 and II
- Each ALP class consists of 40 minutes, and classes cover language arts, social studies, science and math
- Knowing that solid skills in reading, underlie achievement in all other areas and...
- Knowing that certain content needs to be covered in order to ALP learners to be prepared to pass their class exams and their WAYEC exams,.....

How will you integrate use of EGRA Plus Manual into the teaching of the ALP curricula?

Integration of Reading Approach into ALP

CESLY would like to propose

- teaching the EGRA Plus method 3 days a week during the Language Arts session during Spring Semester of 2010 in order to strengthen basic reading competencies before the end of the school year

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In order to do this, the following topics have been prioritized so that learners can both strengthen their reading skills and also cover the necessary content in the ALP curriculum.

Documenting –

Copy these topics to be prioritized into your notebook

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Recap of Day 4: Practice of all elements learned so far

Objective: to enable participants to review decoding, sight word recognition and teaching vocabulary

Time Allocated for Activity: Day 5, 8:30 -8:45

Preparation Tasks: volunteers need to prepare ahead. They need to draw a picture of a handbag for participants to visualize

Materials Needed: to be determined by participants

Activities:

Volunteers draw the picture of the “handbag” before participants arrive.

Give the floor to the recap volunteer to present the key points that teachers should take away from Day 4 of the training?

What knowledge, skills and tools should teachers take away in each of the following areas and keep in their handbag?

- Oral fluency
- Reading comprehension
- Purposefulness and context of reading
- ALP lesson planning

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Title of Session: Promoting a Culture of Reading

Objective: to enable participants to manage instructional materials

Time Allocated for Activity: Day 5, 8:45-10:45

Preparation Tasks: prepare flipcharts

Materials Needed: flipcharts, markers

Activities:

For this whole day, ask attendees to sit near the teachers from their same school before the session begins so that group formation is faster and more convenient.

GROUP PRESENTATION (8:45, 15 min)

What is a culture of reading? Do you think we have this culture in Liberia? In our classrooms?

Engage teachers in a brainstorming discussion (and you can stimulate debate among the participants)

Without a Culture of Reading....

- Chalk and talk dominates classroom interactions.
- There is a lack of reading materials available to most teachers and students.
- The absence of a culture of reading is a major concern in most African societies.

Why would we want to promote a culture of reading?

Reading is one of the fundamental building blocks of learning. Becoming a skilled and adaptable reader enhances the chances of success at school and beyond.

Reading is not just for school, it is for life. Reading, in all its variety, is vital to our becoming better informed; have a better understanding of ourselves and others; and to our development as thoughtful, constructive contributors to a democratic and cohesive society.

A nation's economic health, social health, development, and competitiveness all depends on its level of literacy and the ability of its people to read widely for practical purposes and for pleasure.

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This means making the current generation more aware of the pleasure and importance of reading in daily life, and ensuring that they have the level of literacy skills required in modern society.

What do students need to see in teachers in order to promote a culture of reading?

The goal of promoting a culture of reading is to get students interested in reading for pleasure and self-education.

- Students need to see in their teachers a high level of authentic engagement with reading in order to be encouraged.
- Teachers themselves need to be committed and enthusiastic readers willing to share their personal stories with their students.
- Teachers need to learn how to develop and how to communicate their passion for reading.

Small Group Work (9:00, 10 min)

Gather into groups according to school. Brainstorm how you think teachers can develop and promote a culture of reading within themselves and around them

GROUP PRESENTATION (9:10, 50 min)

Strategies for Promoting a Culture of Reading INSIDE the classroom

(The master trainer can list the bullets on flipcharts. And then discuss the items denoted in the dashed arrow underneath each bullet)

- Teachers develop a passion and a joy for reading
- Teachers strengthen their own core skills in reading
 - (Addressed in in-service training)
- Teachers strengthen evidence-based methodologies for teaching reading
 - (Addressed in in-service training)
- Teachers place acquisition of reading at forefront of curricular goals
 - (Addressed in in-service training and changing of lesson planning with EGRA manual)
- Teachers make reading acquisition a core skill to be addressed through exams
 - (Addressed through EGRA assessments)
- Teachers address the needs of all students to ensure that all learn, no matter what level they are at
 - (Addressed through utilization of daily report card and student assessment techniques; pedagogies that encourage teachers to engage students of all backgrounds, and conducting of tutorial classes)
- Encourage teachers to help learners produce their own reading materials.
 - (This may include stories, letters, or wall displays decorated with pictures. These items can be placed or drawn on the walls of the inside or outside of the classroom to decorate the building and contribute to a literate environment.)

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Documenting

Teachers copy the above into their notebooks with the label:

Good Vision of Teaching: Strategies for Promoting a Culture of Reading
INSIDE the classroom

Strategies for Promoting a Culture of Reading OUTSIDE the classroom

- Link activities outside the classroom with those inside the classroom.
 - For example, utilize reading materials developed inside the classroom to decorate the school compound or other community buildings.
- Establish a school yard or community bulletin board.
 - Populate it with reading material that is interesting and engaging for onlookers.
 - Use the bulletin board as a type of newspaper, with current events and recognition of youth who have excelled in reading
 - Engage community in making signage at the community level
- Make available supplementary reading materials,
 - suitable to children will create interest in reading, writing and speaking out ---which leads to children and youth's enjoyment of the learning process. Ensure that these learning materials can be checked out.
- Establish Reading-Focused Clubs
 - These clubs can be engaged in several child-led activities such as debates, discussions, exhibitions, and drama, with reading as a core skill to be strengthened in each activity. The underlying purpose of the clubs could be to address barriers and challenges in the children's schooling experiences and educational process or focus on particular topics.
- Sponsor competitions and contests in which:
 - Students compete in spelling bees
 - students read a book and then must answer questions on the book
 - students produce their own stories, books, essays, dramas, poems or other written work
 - family-based competitions drawing on oral traditions, in which a learner writes down a family story transcribed in mother tongue one side, and translated in English on the next (for instance, a grandmother is the storyteller while the youth serves as a scribe)
 - Schools that demonstrate the greatest change in EGRA assessments win prizes
 - Competitions can be within a school and between schools.
 - Prizes could include:
 - public praise in the school assembly
 - and a place in the list of winners

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- a small prize
- Establish soccer matches linked with culture of reading activities,
 - as a way of linking out-of-school youth into the promotion of a reading. Form teams mixing high and low-level readers, older and younger, pressure on the better ones to help others.
- Invite “Reading Ambassadors” visits schools and communities
 - to promote reading providing an informal, interactive forum for children and youth to focus on improving reading and writing skills (CESLY volunteers, such as Community Youth Interns and National Youth Service Volunteers, Peace Corps Volunteers, IFESH Volunteers, can be utilized as Reading Ambassadors)
- Promote reading-focused extracurricular activities
 - field trips, service projects or other engaging activities that give students the opportunity to be exposed to and to practice reading

Documenting

Teachers copy the above into their notebooks with the label:

Good Vision of Teaching: Strategies for Promoting a Culture of Reading
OUTSIDE the classroom

WHO can promote a culture of reading at the community level?

- Teachers can spearhead reading initiatives.
- The CESLY project will also recruit Community Youth Interns and National Youth Service Volunteers who can take an active role in promoting a culture of reading.
- Teachers and volunteers can engage peers, out-of-school youth, family members and more educated community members in reading activities, as competition judges, as service project coordinators, as oral storytellers, etc. Certificates can be presented to community members who are exemplary in volunteering their time.
- Teachers and volunteers can coordinate with the local YMCA to conduct reading-focused extracurricular activities

☞ Your own school !

(10:00, 30 min)

With the teachers from your school, make a plan for instituting tutorial sessions for the students in your school. Your plan should cover:

- Location of the tutorial
- Timing of the tutorial
- Frequency of the tutorial session
- Which person or persons are engaged in conducting a tutorial
- What the plan for follow up on monitoring the tutorial is

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- Who has responsibility for follow up monitoring
- What the content of the tutorial will be

At the top of your paper, please clearly label it with the name of your school and the county.

When you finish, copy the plan in to your notebooks and submit the written draft to the master trainers.

FOLLOW UP

(Master Trainers should collect all culture of reading plans and submit them to training officers)

These plans do not need to be typed but they can be photocopied and delivered to CESLY central office. (or if you are in a distant location and it is hard to travel to Monrovia, feel free to type or scan them, what ever is most convenient).

They should be sent to Moses, with a cc to Katy and to Thomas.

10:30-10:45.

This period is unscheduled. You can use it for a) icebreaker, b) break c) buffer time in case promotion of reading activities runs over their allotted time.

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Title of Session: Preparing for Core Content Reinforcement

Objective: to reinforce what was learned in Week 1, to prepare for what needs to be emphasized during week 2

Time Allocated for Activity: Day 5, 10:45-12:30

Preparation Tasks: Observation of where participants need reinforcement.

Materials needed: flipcharts, markers, ALP table of contents from the following books

ALP Language Arts Teachers Manual Level II

ALP Language Arts Teachers Manual Level III

ALP Mathematics Teachers Manual Level II

ALP Mathematics Teachers Manual Level III

Activities:

Preparation of Lessons on Core Content Topics

Over the weekend, the Master Trainers can tabulate the list of topics in which teachers identified that they need reinforcement.

The Master Trainers should also look at the results of the teacher content assessment on Thursday to see how teachers scored and if there are any gaping areas that need work

This may require an in-depth study of the teacher's manual over the weekend to prepare oneself in the specific content areas. This will also require some detailed lesson planning on the part of each Master Trainer.

While the ALP Manual serves as a reference for the information on core content, you should use an interactive method for presenting the core contents, and use a variegated methods (remember the session on using diverse instructional strategies at the Master Trainer workshop)? When presenting each core content topic, first determine what teacher's know. Let them themselves elucidate the topic. The Master Trainer should do more modeling and take on a more directive role, when the teachers themselves are not able to easily elucidate a particular topic.

Large Group Presentation (10:45)

What is Mastery of Core Content?

- The core content areas in any primary education program include the core subjects taught. In Liberia's accelerated learning program this includes language arts, mathematics, social studies, science, life skills, and physical education
- .Mastery is defined as knowing the content of a subject so that you are proficient and competent in one's knowledge of an area.

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Understanding where we need to grow.

So in order to strengthen our skills in the core content areas, we need to understand where we are facing challenges.

Divide the group into five by the following topics:

- Math
- Social studies
- Language arts
- Science
- Life skills

What are some common mistakes that you find yourself or other teachers making and replicating with students?

List these on the wall chart...

Bring the groups back together and make a consolidated list with the group, seeking to find consensus on issues.

Note that the following list of difficulties was generated by Master Trainers during the Master Trainer training. You do not need to merge these into teacher's self-generated lists during this particular session. But when you are preparing for the core content sessions over the weekend, then you need to make sure that you refer to

- a) the following list of topics generated by master trainers
- b) the list of topics generated that teachers generated in this session
- c) your overview their performance on the teacher assessment
- d) their selection of lesson topics in the curriculum that were challenging.

Mathematics

1. difficulty making number lines
2. not being able to define what a fraction is for students
3. Reading problems that affect ability to understand math questions

Social Studies

1. reading maps
2. following current events
3. more knowledge of other countries than Liberia
4. teaching about the physical features of Liberia
5. teaching civics issues
6. accuracy around dates and events
7. producing drawings
8. discussing history
9. knowledge of cultural background
10. reciting national anthem

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Language Arts

1. Understanding Phonics
2. Spelling
3. Usage of words
4. Reading
5. Verb/tenses/subject/verb/agreement
6. Writing letters, shaping letters
7. Composition and comprehension
8. Dictation

Science

1. Measurement/Conversion
2. Drawing
3. Conducting experiments
4. Laboratory usages
5. Problem in solving calculation
6. Identification of colors

Life Skills

1. difficulty distinguishing between life skills and livelihood
2. Identification of anti-social behavior and skills
3. Difficulty in decision making
4. Leaving out certain topics
5. Evading the topic, “who am I”

DETERMINATION OF AREAS WHERE TEACHERS NEED CORE CONTENT STRENGTHENING (11:30, 30 min)

Divide participants into one group of teachers who teach language arts and social studies, and one who teaches math and science.

Once they are in content specific groups, put teachers into groups of five

Give the language groups, the photocopied table of contents for:

ALP Language Arts Teachers Manual Level II

ALP Language Arts Teachers Manual Level III

Give the math groups, the photocopied table of contents for:

ALP Mathematics Teachers Manual Level II

ALP Mathematics Teachers Manual Level II

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Then ask them to go through each lesson topic, for each of the units presented. The group should make a tick where they feel they would like to reinforce or strengthen their content knowledge of that topic.

Collect the materials. Over the weekend one Master Trainer should take responsibility for tabulating the areas that need reinforcement in language, and the other tabulates the math areas into one consolidated list.

When you are planning areas to cover for core content reinforcement, look at the list of topics listed under Day 6, Adjusting ALP Lesson Planning for Reading Focus. Topics that teachers identified, that are on this list should be prioritized for coverage in core content strengthening sessions on Day 6 and Day 7.

CONTENT ASSESSMENT (30 min, 12:00)

Next, give the written assessment. (see attachment). Tell them this is preparatory for the following week's session, particular one session on student assessment. Taking this test, will help them understand what learners are being tested on.

While filling out the assessment, they can do this in silence by reading the directions. They can then depart for supper when they have finished. They should leave their score sheets with you.

As Master Trainers, you need to look over the tests over the weekend (One Master Trainer can look over math, while the other does reading). You may not have the time to do a detailed score of each test, but looking over their results will give you an idea of where they need core content strengthening during the following week session on Core Content Strengthening.

If learners finish early they can exit for lunch.

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Title of Session:
STRENGTHENING NUMERACY

Objective: to equip teachers with skills in strengthening numeracy

Time Allocated for Activity: Day 5, 1:30 -5:00

Preparation Tasks: Take material for group presentation and place it on flipcharts, choose sample math lesson plans to use for the training

Materials needed: flipcharts, markers, ALP curricular materials on math, the ALP Manual on Numeracy that you received at the Master Trainer training, materials for making a times table

Activities:

(Thanks to Trokon B. Wayne for the ALP Manual on Strengthening Numeracy, from which the activities are developed.)

NUMERACY in the ALP CLASSROOM GROUP PRESENTATION

(1:30, 35 min)

Presentation To The Large Group

What is numeracy?

Numeracy is the ability to work with numbers and other mathematical concepts.

Stair Steps

When children begin with a strong foundation in understanding mathematical facts, they will more easily add on additional concepts in each grade level present. Their learning builds, just like stair steps. Learners must first understand and recognize numbers to learn to count, to learn to add, to learn to subtract, to learn to multiply, etc. This basic math concepts starts at recognizing numbers and amazingly flows directly into high school algebra. If you miss a concept in any grade level you will struggle to keep up, just like a person climbing a flight of stairs who cannot get a good footing on the steps.

Your turn

In groups of 4, draw a diagram of stair steps. Delineate what steps you think are necessary to build each stair of a student's knowledge in numeracy, so that they can go on to the next level. Use the ALP Curricular Materials as a reference....

How do you think we are doing in math in our ALP classrooms?

Take a guess !....

What do you think was the average score (out of 100%) for ALP learners in:

- working with basic numbers?

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- Calculating addition & subtraction ?
- Carrying out simple multiplication?
- Carrying out multiplication and division?
- Working with fractions and decimals?

- What do you think was students overall performance in mathematics?

(ask for volunteers. After you get each guess, write it on the wall. Then present the following information on the assessment, writing the real numbers in large size)

According to the midterm assessment conducted in accelerated learning classrooms in the summer of 2008, it was discovered that Level II learners scored:

- 77% average in working with basic numbers
- 59% in addition & subtraction
- 27% in simple multiplication

The overall average performance of students in level II in mathematics was..... **44%!**

For students in the Level III the overall average performance was

- 23% in multiplication and division
- 10% in fractions/decimal

In what specific areas did students demonstrate weaknesses?

- Description of sets
- addition of fractions
- measurement including time-telling,
- understanding of simple reading problems
- differentiation of types of geometric figures
- use of the different division symbols other than the common (\div) division symbol

- Students were stronger in simple counting skills, but not in arithmetic or other higher mathematical skills

What can we understand from all of this information?

(Ask participants for their guesses before presenting the following information)

- The understanding of fundamental mathematics concepts is weak among students, which affects ability to understand all concepts learned later on
- It is not only limited understanding of basic mathematics concepts, but limited reading skills that impact performance in higher mathematical operations

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GROUP DISCUSSION (2:05, 10 min)

Engage in group discussion on the following questions.

- What do these figures mean to you?
- Why do you think we need to strengthen numeracy?
- Why do think students need to start early?

UNDERSTANDING NUMERACY GROUP PRESENTATION (2:15, 10 min)

Going Step by Step

To understand math more comprehensively students have to start with the basic math concepts in the classroom. Each step for math sets learners up for the next lesson, they cannot learn subtraction without addition, they can not learn division without multiplication, etc.

Starting our students early with the basic math concept in a step wise order will give them a head start with more difficult concepts in math that will be taught later on in their educational experience.

Understanding the stair steps...

Reference the stair step model, explaining why math is necessary especially at the early stage

Let's look at the following operation.

23 divided by 6.

Let's walk through and do the operation together.

(After doing the operation,

Ask teachers when they used the follow operations to get to the final answer.)

-number recognition

-counting

-addition

-subtraction

-multiplication

Engage the group in discussion: (9:40, 10 min)

What do I need to know before I can be taught:

1. addition

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2. subtraction
3. division
4. fractions
5. geometry
6. decimals

QUESTIONS FOR A TEACHER TO ADDRESS WHEN TEACHING A MATH LESSON (2:25, 20 min)

Divide into two large groups, with the Master Trainer separately working with each one.

As a teacher, ask yourself these questions:

- 1) How can I show them how to do this operation in a way that makes sense to them?
- 2) Why do I want them to know this lesson? How can they use the skill in a more practical way ?
- 3) What are the most appropriate tools to teach this lesson?
- 4) How can I make them learn to love math?

Documenting

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Questions for a Teacher to Address When Teaching a Math lesson

The master trainer turns to a sample lesson plan in the ALP curricular materials. Work with the group to apply the questions above to the teaching of the lesson.

Small Group Work Let persons work in groups of two to practice utilizing these questions on another ALP lesson topic.

Come back as a large group to gather.

TEACHING COUNTING AND NUMBER RECOGNITION, NUMERATION (2:45, total 40 min)

Group presentation (3:05, 20 min)

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These topics involve the following abilities

- ◆ The ability to recognize numbers accurately
- ◆ The ability to count accurately
- ◆ The ability to think and work with numbers
- ◆ The ability to using and show relationships
- ◆ The ability to describe quantities
- ◆ The ability to take specific numbers apart and put them together again
- ◆ The ability to add and subtract

Vision of Good Teaching: Counting and Number Recognition, Numeration

How do you think we can help our student master working with numbers?

(Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.)

- ◆ Count anything and everything!
- ◆ Help students count real objects
- ◆ Point to the object as you recite each number name.
- ◆ Use fingers to count. Put up a finger one at a time as you count it: fingers are tools you always have with you.
- ◆ Help students learn to count accurately and efficiently, up and down
- ◆ Help your learners count without skipping numbers or counting something twice.
- ◆ Point out that counting lets them know how many things there are in a group
- ◆ To help learners learn that numbers are used to describe quantities and relationships, encourage them to:
 - Sort objects looking for similarities in color, shape, or size.
 - Sort objects looking for differences, like which box is bigger
- ◆ Talk to your learners about what numbers are used for, such as keeping score in a game, or writing a cell phone number or house number, ages, car license plates and so on.

Documenting

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Counting and Number Recognition, Numeration

Group Work (3:05, 20 min)

Separate learners into groups of two, and allow them to practice the above strategies. Give 10 minutes for each partner and make sure that they switch after ten minutes

ADDITION (3:25 55 min total)

Group presentation (3:25, 15 min)

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Bring them out of small groups, and engage participants in group discussion.
What techniques do you use for teaching addition?

List the techniques on the wall.

Walk through the following techniques in a large group, with the master trainer leading the demonstration of techniques.

- ◆ Teach add 0 (number stays the same)
- ◆ Teach adding 1 (it's like counting or giving the number after)
- ◆ Adding 2 (like skip counting - say one number in your head and the next one out loud - that's the answer!)
- ◆ teach adding doubles (i.e. $1+1$, $2+2$, $3+3$... $9+9$) easy if they can skip count by 2's!
- ◆ Teach adding doubles plus 1 (i.e. since I know $2+2=4$ I know that $2+3=5$ or since $7+7=14$ I know that $7+8=15$)
- ◆ Teach adding 10's and 1's (it's like place value $10+1=11$ (1 ten 1 one), $10+7=17$ (1 ten seven ones))
- ◆ Teach adding 9 plus ones (i.e. since $10+7=17$ I know $9+7$ will be 16)
This leaves few facts to be memorized.
- ◆ Teach $a+b=a+b$ ($4+6=6+4$) and generalize it. Then after introducing each strategy use timed drills till mastery is reached for most students

Documenting (3:40, 10 min)

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Teaching Addition

Practice Teaching (3:50, 30 min)

Have teachers, work in groups of two. Let each partner practices the above techniques. Make sure partners switch after 15 minutes.

TEACHING SUBTRACTION SKILLS (4:20, 45 min total)

Group presentation (4:20, 10 min)

Explain how once addition is learned, subtraction follows. Subtraction is just reversing the skills learned above in adding.

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- ◆ Teach subtract 0 (number stays the same)
- ◆ Teach subtracting 1 (it's like counting or giving the number after)
- ◆ Subtracting 2 (like skip counting - say one number in your head and the next one out loud - that's the answer!)
- ◆ teach subtracting doubles (i.e. $1+1$, $2+2$, $3+3$... $9+9$) easy if they can skip count by 2's!
- ◆ Teach subtracting doubles plus 1 (i.e. since I know $2+2=4$ I know that $2+3=5$ or since $7+7=14$ I know that $7+8=15$)
- ◆ Teach subtracting 10's and 1's (it's like place value $10+1=11$ (1 ten 1 one), $10+7=17$ (1 ten seven ones))
- ◆ Teach subtracting 9 plus ones (i.e. since $10+7=17$ I know $9+7$ will be 16)
This leaves few facts to be memorized.
- ◆ Teach $a+b=a+b$ ($4+6=6+4$) and generalize it. Then after introducing each strategy use timed drills till mastery is reached for most students

Engage participants to think what other skills they would like to use for effectively teaching subtraction or on explaining subtraction to learners.

Add these to the list.

Documenting (4:30, 5 min)

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Teaching Subtraction. (They don't need to recopy each sentence, but just to make an addendum/ addition , next to their previous notebook entry on addition.

Practice Teaching (4:35, 25 min)

Have teachers, work in groups of two. Let each partner practices the above techniques. Make sure partners switch after 12 minutes.

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Title of Session: Addressing Issues Not Understood and Practice of Skills That Need Reinforcement

Objective: to reinforce what was learned in Week 1, to prepare for what needs to be emphasized during week 2

Time Allocated for Activity: Day 5, 5:00- 5:30

Preparation Tasks: Observation of where participants need reinforcement.

Materials needed: flipcharts, markers, ALP table of contents from the following books

ALP Language Arts Teachers Manual Level II

ALP Language Arts Teachers Manual Level III

ALP Mathematics Teachers Manual Level II

ALP Mathematics Teachers Manual Level III

Activities:

REINFORCEMENT OF NEW INFORMATION LEARNED.

(5:00)

After finishing all earlier tasks, ask participants to look at the schedule for the week. Where were the issues in which they feel they need further practice?

As people call out particular areas, write the topics on the board.

When the areas are exhausted, then take a show of hands on each topic which needs reinforcement. Make sure that participants themselves take note of which topics they raise their hands for.

Introduce concept of peer tutoring:

Cooperative learning and peer tutoring helps all learners better grasp content knowledge, whether they are tutoring or brushing up on content.

Following this, ask for volunteers who can serve as “peer tutors” to lead the review of each topic.

Congregate the persons into small groups in each corner of the room, according to topic. Individuals who raised their hand for more than one topic, should join the group which is highest priority to them.

Have each group list out of the items which they would like to prioritize for practice and reinforcement.

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Have each group schedule a meeting time over the weekend. It would be good that participants volunteer to participate in a minimum of two peer tutoring groups, but the exact number can be defined by the needs of the participants. Have each group write its meeting time and location on the wall, so that the information is known to all and others can freely choose to participate.

Individuals should choose to attend a minimum of two sessions, but more is advisable. (Some groups may choose to meet at overlapping times, but as long as there are different sessions available and that an individual prioritizes their own area of highest need, this can be worked out).

Explain to them how important it is to keep their meeting, and how they are modeling what students need to do in terms of making commitments to peer tutoring.

Explain that the Monday morning will need to cover the content of Day 5 of the training, but also the outcomes of the weekend peer tutoring groups.

Over the weekend, they also need to review the contents they entered in their teacher in-service training notebooks.

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WEEK 2

Recap of Day 5: Practice of all elements learned so far

Objective: to enable participants to review teaching of numeracy skills and peer tutoring session

Time Allocated for Activity: Day 6, 8:30 -8:45

Preparation Tasks: volunteers need to prepare ahead. They need to draw a picture of a handbag for participants to visualize

Materials Needed: to be determined by participants

Activities:

Volunteers draw the picture of the “handbag” before participants arrive.

Give the floor to the recap volunteer to present the key points that teachers should take away from Day 5 of the training?

What knowledge, skills and tools should teachers take away in each of the following areas and keep in their handbag?

- Culture of Reading
- Teaching Numeracy
- Numeration
- Addition
- Subtraction
- Results of weekend peer group sessions

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Title of Session: **STRENGTHENING NUMERACY**

Objective: to equip teachers with skills in strengthening numeracy

Time Allocated for Activity: Day 6, 8:45-12:30

Preparation Tasks: Take material for group presentation and place it on flipcharts, choose sample math lesson plans to use for the training

Materials needed: flipcharts, markers, ALP curricular materials on math, the ALP Manual on Numeracy that you received at the Master Trainer training, materials for making a times table, durable materials for making multiplication tables

Activities:

(Thanks to Trokon B. Wayne for the ALP Manual on Strengthening Numeracy, from which the activities are developed.)

TEACHING MULTIPLICATION SKILLS (8:45, 55 min total)

Presentation (10 min)

Students completing Level II should know multiplication facts by heart. This help make math automatic and learning time for the student time for the student to think and complete more difficult problems easier. Students who do not understand multiplication facts will definitely have a very difficult time doing division.

What are some ways you could help learners learn multiplication facts?

Allow participants to brainstorm and write down their answers. List the techniques on the wall.

After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- Make a game or competition out of times tables.
- Have students practice multiplication on real objects in their midst.
- Have students compare how long it takes to count out each individual member of group, compared to when they multiply the elements in a group. Let them experience how much time they can save.

Documenting (10 min)

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Teaching Subtraction.

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Learning Materials (15 min)

Engage all participants in making their own Multiplication Tables to take back to their classes.

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Encourage participants to see the interesting relationships in multiplication, get them interested in the “mysterious” parts of multiplication. Direct their attention to the following “9 column” in the chart. Look at how the digit in the first place goes from 0-9 and the second digit goes from 9 to 0. When teachers become curious or mystified by math, teachers can share that excitement with their learners.

	1	2	3	4	5	6	7	8	9	10
1									09	
2									18	
3									27	
4									36	
5									45	
6									54	
7									63	
8									72	
9									81	
10									90	

Practice Teaching (30 min)

Have teachers, work in groups of two. Let each partner practices the above techniques. Make sure partners switch after 15 minutes.

TEACHING DIVISION SKILLS (9:40, 60 min total)

Group Presentation (20 min)

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Explain to your students that doing division is like doing multiplication backwards and write some examples on the board:

2 times what equals 8?

3 times what equals 12?

Once you have done few examples and gotten several answers, you can tell the students that they were actually doing division. 8 divided by 2 is 4 and that 12 divided by 3 is 4

Once you get to bigger numbers, and for students who struggle with multiplication, get out some simple math manipulatives to teach the concept of division. If you have 8 pieces on your desk, how many equal groups of 2 can you make? Divide the pieces into groups to find out, stressing that the groups must be equal and any that are left over are the remainder.

Teaching Long Division

The steps for long division are:

- ◆ Divide
- ◆ Multiply
- ◆ Subtract
- ◆ Bring Down

Do sample problems walking through these steps with teachers.

What are some ways you could help learners learn to do division?

List the techniques on the wall.

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- Have students practice division on real objects in their midst.
- Have learners apply division to the marketplace and shopping
- Help students figure out their own cognitive processes (i.e. to figure out a problem, do they do a long division formula in their head, or do they do a series of addition, subtraction and multiplication to get an answer)

Documenting (10 min)

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Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Teaching Division .

Practice Teaching (30 min)

Have teachers, work in groups of two. Let each partner practices the above techniques. Make sure partners switch after 15 minutes.

ICEBREAKER /BREAK

10:40-10:50

Usually this training model tries to avoid taking breaks where people disperse and time is wasted. Breaks and relief have been inserted through changing from group, to individual to interactive activities. However on this day, the content is particularly heavy and a lot is packed into one day. Feel free to give participants 10 minutes break to keep them alert and focused for the rest of the day. You may also wish to do an energizing icebreaker with them... Gauge what their needs are and make your choice...

DOING FRACTIONS (10:50, 50 min)

Group presentation (15 min)

Fractions represent parts of a whole. To understand fractions, learners need to think about:

- what the whole unit is
- how many pieces are in the unit
- if the pieces are the same size.

Walk through an exercise with teachers showing how to denote

One third= $\frac{1}{3}$

One half= $\frac{1}{2}$

Etc.

What are some ways you could help learners learn to do fractions?

List the techniques on the wall.

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- Many sharing activities help learners understand fractions by dividing food, fruits objects, classroom into parts and etc.

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- Thinking about food, e.g. cutting up bread or sharing a nuts or fruits, are good ways to get learners thinking about fractions.

Documenting (5 min)

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Doing Fractions

Practice Teaching (10 min)

Have teachers, work in groups of two. Let each partner practices the above techniques. Make sure partners switch after 15 minutes.

TEACHING PATTERNS AND RELATIONSHIPS (11:40, 40 min)

Group Presentation (15 min)

Pattern has to do with the repetition of things while relationship shows how things are connected in someway. These are helpful in ordering, organizing and grouping of things.

Share with them how mathematical patterns and sequences of numbers can be found in the way rabbits mate and multiply, around the rings of a pineapple, in the inside of a flower. One brilliant physicist named Stephen Hawking who sits in a wheelchair and can only communicate by wiggling his fingers, has written a whole book called “God Created the Integers!” showing how mathematical patterns are found all around us.

When teachers themselves have gotten excited about the exciting parts of math, and how it is all around and perceivable in all types of creation, teachers can share that excitement with their learners.

What are some ways you could help learners learn to master patterns and relationships?

List the techniques on the wall.

Allow participants to brainstorm and write down their answers. After they have exhausted their ideas, prompt and ensure that the following items are included on their list.

- ◆ Help your learners find patterns in designs and pictures
- ◆ Help students see the patterns in movement and in recurring events such as the days of the week or the seasons of the year.
- ◆ Encourage them to look around in their natural environment and find the patterns and relations

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Documenting (5 min)

Have the group recording the questions above into their notebooks, with the “Vision of Good Teaching” Symbol next to the label: Vision of Good Teaching: Techniques for Understanding patterns and relationships

Practice Teaching (20 min)

Have teachers, work in groups of two. Let each partner practices the above techniques.
Make sure partners switch after 7 minutes.

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Title of Session: **Reading and Numeracy Core Content Strengthening**

Objective: to enable participants to review teaching of numeracy skills and peer tutoring session

Time Allocated for Activity: Day 6, 1:30-5:30

Preparation Tasks: Over the weekend, the Master Trainers can tabulate the list of topics in which teachers identified that they need reinforcement.

Materials Needed:

ALP Language Arts Teachers Manual Level II

ALP Language Arts Teachers Manual Level III

ALP Mathematics Teachers Manual Level II

ALP Mathematics Teachers Manual Level III

Activities:

Preparation of Lessons on Core Content Topics

Over the weekend, the Master Trainers can tabulate the list of topics in which teachers identified that they need reinforcement.

The Master Trainers should also look at the results of the teacher content assessment on Thursday to see how teachers scored and if there are any gaping areas that need work

This may require an in-depth study of the teacher's manual over the weekend to prepare oneself in the specific content areas. This will also require some detailed lesson planning on the part of each Master Trainer.

When you are preparing for the core content sessions over the weekend, then you need to make sure that you refer to

- e) the following list of topics generated by master trainers
- f) the list of topics generated that teachers generated in Day 5 am session
- g) your overview their performance on the teacher assessment from the Day 5 am session
- h) their selection of lesson topics in the curriculum that were challenging. Day 5 am session

The lessons plans you teach should focus on core skills in reading and numeracy. However it is useful for you to have the weakness areas in life skills, science and social studies, if you finish your math and reading goals for strengthening core content you can move into these areas.

While the ALP Manual serves as a reference for the information on core content, you should use an interactive method for presenting the core contents, and use a variegated

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methods (remember the session on using diverse instructional strategies at the Master Trainer workshop)? When presenting each core content topic, first determine what teacher's know. Let them themselves elucidate the topic. The Master Trainer should do more modeling and take on a more directive role, when the teachers themselves are not able to easily elucidate a particular topic.

List of Topics generated by Master Trainers in the Master Trainer Training

Difficulty in:

Mathematics

1. difficulty making number lines
2. not being able to define what a fraction is for students
3. Reading problems that affect ability to understand math questions

Social Studies

1. reading maps
2. following current events
3. more knowledge of other countries than Liberia
4. teaching about the physical features of Liberia
5. teaching civics issues
6. accuracy around dates and events
7. producing drawings
8. discussing history
9. knowledge of cultural background
10. reciting national anthem

Language Arts

1. Understanding Phonics
2. Spelling
3. Usage of words
4. Reading
5. Verb/tenses/subject/verb/agreement
6. Writing letters, shaping letters
7. Composition and comprehension
8. Dictation

Science

1. Measurement/Conversion
2. Drawing
3. Conducting experiments
4. Laboratory usages
5. Problem in solving calculation

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6. Identification of colors

Life Skills

1. difficulty distinguishing between life skills and livelihood
2. Identification of anti-social behavior and skills
3. Difficulty in decision making
4. Leaving out certain topics
5. Evading the topic, “who am I”

ACTIVITY #1 (1:30, 10 min)

What is Mastery of Core Content?

- The core content areas in any primary education program include the core subjects taught. In Liberia’s accelerated learning program this includes language arts, mathematics, social studies, science, life skills, and physical education
- .Mastery is defined as knowing the content of a subject so that you are proficient and competent in one’s knowledge of an area.
- A mastery of content is the hallmark of teaching. But experience has shown us that some teachers have had major challenges in gaining mastery of what they teach and correcting relaying information contained in the curriculum to students.
- Because of war, upheaval and so many life issues, about 60% of CESLY ALP teachers don’t have formal training.
- The recent evaluation of ALP found that a third of primary school teachers have serious difficulty in writing primary exams.
- This is not any fault of any teacher ... just simply a lack of opportunity due to the conditions in the country.
- Therefore CESLY is here to provide this in-service training and help teachers get the reinforcement they need.

How can we see how our own grasp of core content affects how and what learners learn in the classroom?

☞ On your own! (1:40, 15 min)

Get into groups of 5.

- Have you ever seen your own students or students from other classes making mistakes, because they learned information incorrectly in school? How did that affect the learner’s life or their academic performance?

The next sessions will focus on helping us strengthen our knowledge in core content areas. The Master Trainers have designed activities for the next day and a half based on information that identified by you specifically as well as by other trainers across Liberia. (Present the list of topics that you will address for the next 1.5 days)

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Core Content Sessions (1:55-5:30)

Master Trainers should divide teachers into two groups, a language group and math group (unless the list of topics identified is very small, in which case you could join the two groups of teachers so that they spend the day and a half together.)

Identify if there are any teachers who teach only Level II or only Level III or if all teachers teach both levels.

Systematically go through the lesson items, that teachers identified as challenging. Start chronologically with Level II, first marking period and ending with Level III, sixth marking period.

You could spend an average of 15- 20 minutes on each topic, but this will depend on the number of topics identified by teachers.

While the ALP Manual serves as a reference for the information on core content, you should use an interactive method for presenting the core contents, and use a variegated methods (remember the session on using diverse instructional strategies at the Master Trainer workshop)? When presenting each core content topic, first determine what teacher's know. Let them themselves elucidate the topic. The Master Trainer should do more modeling and take on a more directive role, when the teachers themselves are not able to easily elucidate a particular topic.

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Title of Session: Recap of Day 6

Objective: to enable participants to review skills learned regarding ALP lesson planning and core content

Time Allocated for Activity: Day 7, 8:30 -8:45

Preparation Tasks: volunteers need to prepare ahead. They need to draw a picture of a handbag for participants to visualize

Materials Needed: to be determined by participants

Activities:

Volunteers draw the picture of the “handbag” before participants arrive.

Give the floor to the recap volunteer to present the key points that teachers should take away from Day 6 of the training?

- What knowledge, skills and tools should teachers take away in each of the following areas and keep in their handbag?
- Strengthening Numeracy Skills in
 - multiplication
 - teaching division
 - teaching fractions
 - teaching patterns and relationships
- Math core content
- Reading core content

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Title of Session: Adjusting ALP Lesson Planning For Reading Focus

Objective: to enable participants to review teaching of numeracy skills and peer tutoring session

Time Allocated for Activity: Day 6, 8:45-9:45

Preparation Tasks: study of the syllabus of both curricula

Materials Needed: to be determined by participants, list of topics, ALP Manuals, EGRA Plus Manual

Activities:

GROUP PRESENTATION

Putting into Practice a New Approach

- Each of you has been utilizing the RTI EGRA Plus Manual to practice new methods for teaching reading.
- These manuals start at the very beginning of the reading and help teachers bridge the process of building steps to reading step by step
- Now that teachers will have a new technique for teaching the basic skills of reading, how will you incorporate that into the current Accelerated Learning classroom?

How to fit in what a learner needs....

- There are 78 days of instruction in Semester 2, 2010
- There are 80 days of instruction in the EGRA Plus manuals, Volume 1 and II
- Each ALP class consists of 40 minutes, and classes cover language arts, social studies, science and math
- Knowing that solid skills in reading, underlie achievement in all other areas and...
- Knowing that certain content needs to be covered in order to ALP learners to be prepared to pass their class exams and their WAYEC exams,.....

How will you integrate use of EGRA Plus Manual into the teaching of the ALP curricula?

Integration of Reading Approach into ALP

CESLY would like to propose

- teaching the EGRA Plus method 3 days a week during the Language Arts session during Spring Semester of 2010 in order to strengthen basic reading competencies before the end of the school year

In order to do this, the following topics have been prioritized so that learners can both strengthen their reading skills and also cover the necessary content in the ALP curriculum.

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Documenting –

Copy these topics to be prioritized into your notebook

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Title of Session: Reading and Numeracy Core Content Strengthening

Objective: to enable participants to review teaching of numeracy skills and peer tutoring session

Time Allocated for Activity: Day 7, 9:45 -12:30, 1:30 -5:30

Preparation Tasks: Compare what you prepared over the weekend, with how participants fared on Day 6 activities. How do you need to modify your lesson plans? Does your teaching style need to change? Do you need to emphasize certain types of information more than others?

Materials Needed:

ALP Language Arts Teachers Manual Level II
ALP Language Arts Teachers Manual Level III
ALP Mathematics Teachers Manual Level II
ALP Mathematics Teachers Manual Level III

Activities:

Lessons developed by trainers

8:45-12:30

1:30-4:50

See Day 6, pm description as a guide for developing these activities

PLANS FOR CONTINUING STRENGTHENING OF CORE CONTENT

(4:50, 10 min)

While we have explored various core content issues, during this short time we cannot explore all issues where a teacher may need to strengthen their knowledge. So from here, the responsibility rests on you to chart out how you can continue strengthening your core content knowledge.

Engage in discussion in a large group

How can we identify your own areas where we need to improve our performance? weaknesses?

What strategies can we use so that they can take initiative for strengthening their grasp of core content issues?

🔔 Making plans (5:00, 30 min)

- Divide into groups according to school

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- In each group, identify a list of ways in which teachers can continue mastering core content in each area.
- Draw a school level plan of how to implement this plan, or if teachers needs are very different they can draw up individual plans.

When you finish, copy the plan in to your notebooks and submit the written draft to the master trainers.

At the top of your paper, please clearly label it with the name of your school and the county.

(Master Trainers should collect all school level plans and submit them to training officers)

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Recap of Day 7

Objective: to enable participants to review skills learned regarding ALP lesson planning and core content

Time Allocated for Activity: Day 8, 8:30 -8:45

Preparation Tasks: volunteers need to prepare ahead. They need to draw a picture of a handbag for participants to visualize

Materials Needed: to be determined by participants

Activities:

Volunteers draw the picture of the “handbag” before participants arrive.

Give the floor to the recap volunteer to present the key points that teachers should take away from Day 7 of the training?

What knowledge, skills and tools should teachers take away in each of the following areas and keep in their handbag?

- Core content topics

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Title of Session: Instructional Strategies or Resources to Reinforce Learning

Objective: to enable participants to develop skills to make content relevant and engaging

Time Allocated for Activity: Day 8, 8:45-10:15

Preparation Tasks: write up the list of instructional strategies, make a diagram of a pie chart so that teachers are familiar with this type of pictorial representation

Materials Needed:

Activities:

INSTRUCTIONAL STRATEGIES TO REINFORCE LEARNING

Large Group Presentation (10 min, 8:45)

What kind of instructional strategies are you familiar with, that can be used to deliver content and to reinforce learning?

(generate list from participants..)

Instructional Strategies in the Classroom

- If you had a camera and you went into an ALP classroom and took a snapshot, what would kind of instructional strategies would you see?

- What kind of strategies would you LIKE to see a teacher using?

(8:55, 20 min)

Make a pie chart, showing what proportion of time during a class period you think teachers should spend on the following activities: (If teachers need a visible construct to be able to depict a pie chart, you can give them the analogy of a face clock, so that they can do a more literal pie chart where they connect a specific number of minutes in one hour to one of the following activities)

- A Teacher engaged in pure lecturing?
- B Teacher engaged in lecturing while using instructional aids?
- C Teacher writing on the board?
- D Teacher leading group memorization of facts?
- E Teacher monitoring individual student reading/citing out loud to class?

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- F Teacher monitoring whole class reading out loud?
- G Teacher monitoring students at work in small groups?
- H Teacher monitoring students working individually?
- I Teacher working with individual students?
- J Teacher assisting students involved in educational games to teach content (math, reading, or other)?
- K Teacher disciplining student(s)?
- L Teacher doing desk work?
- M Teacher talking with other staff?

(add other strategies not listed above, but generated by the group)

(9:15, 10 min)

Next, make a pie chart, showing how much time you think students should spend on the following activities:

- A Student talk related to the lesson (discussion, presentations, asking and answering questions)?
- B Student listening to teacher lecture?
- C Students working in groups?
- D Students writing/working in notebooks?
- E Students reading silently?
- F Students explaining a problem at blackboard?
- G Students participating in memorization of facts?
- H Students helping each other?
- I Students reading out loud?
- J Students engaged in educational games?
- K Students participating in active engaging activities

(add other strategies not listed above, but generated by the group)

🔑 A VISION OF GOOD TEACHING (9:25, 10 min)

A teacher who effectively uses instructional strategies:

- Makes effective use of different instructional resources and strategies to explain and model subject matter concepts and skills
- Engages students in carefully structured cooperative learning experiences
- Implements instruction that targets the development of students' social and collaborative skills
- Uses diverse instructional strategies to promote active student participation in learning
- Effectively asks probing and open-ended questions that encourage thinking, and help students clarify their thinking
- Provides students with structured opportunities to reflect on their own learning
- Uses student prior knowledge and experiences to plan and adjust instruction

Homework and Classwork (9:35, 10 min)

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- List at least five ways to reinforce learning through assigning classwork or homework
- How is grading and correcting homework important for providing feedback to students on how they are doing?

FEEDBACK (9:45, 20 min)

☛ To ponder... FEEDBACK IN THE CLASSROOM

- How would you define feedback?
- Why do you think feedback is important in teaching?
- Feedback should guide both teachers and students and be a core component of teaching and learning so that students can become independent learners and their own critics. Feedback ought to aim at enabling students to improve their future efforts.

??

- How can students use feedback?
- How do teachers use feedback?

VISION OF GOOD TEACHING: Feedback should be ...

- *Constructive*
so that students feel encouraged and motivated to improve
- *Timely*
so that students can use it for subsequent learning and work to be submitted
- *Prompt*
so that students can recall what they did and thought at the time
- *Supportive of learning*
so that students have clear indications of how to improve their performance
- *Focused*
on achievement, not effort. The work should be assessed, not the student
- *Specific to learning outcomes* so that assessment is clearly linked to learning
- *Fostering of independence* so that it leads students to being capable of assessing their own work
- *Efficient*
for teachers to do.

Types of Feedback from Teachers to Learners

Feedback can be either ...

- Informal-e.g. verbal feedback in class, personal consultation
- Formal (in writing)-e.g. checklists, written commentary, marked tests etc.

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- Direct -to individual student (either in written form or in consultation)
- Indirect-to whole class

- Formative –given during the topic enabling risk taking and adjustment prior to final submission of work
- Summative-given at the end of a topic with the purpose of letting students know what they have achieved.

Documenting

Have participants document in their notebooks, the two lists of a Vision of Good Teaching: Feedback should be ...

Types of Feedback from Teachers to Learners

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Title of Session: Incorporating Critical Thinking and Engaging and Relevant Content

Objective: to enable participants to develop skills to make content relevant and engaging

Time Allocated for Activity: Day 8, 10:15-3:15

Preparation Tasks: study of the lesson.

Materials Needed: ALP Lesson 14 used during SCOPE, EGRA plus manual

Activities:

GROUP PRESENTATION (10:15, 15 min)

Close your eyes and picture the learners in your class. What do you think is boring to them? What deadens their mind?

Now what is it that is interesting? That is relevant to their life? What makes them sit up straight and listen?

(solicit ideas from the group)

How can you think about how to incorporate those issues and ideas that are exciting to youth into your classroom?

(group discussion)

We note that some of the ALP curricular materials for Language Arts for example, may focus on grammar or punctuation. How can we make these concepts engaging. Recall the lesson that was conducted during the SCOPE pretest on Day 1 on using contractions. How can we look at this lesson to make it more relevant to students' lives.

Group Practice. (10:30, 40 min)

Form groups of five.

Look at ALP Level III Lesson 14.

How would you introduce a contraction?

How can you make it meaningful to a student?

What kind of content would you draw on?

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What will you do if you don't have enough manuals in the classroom or if the story in the curriculum is not engaging?

How can you help learners exercise their creativity skills in your lesson?

How will you make a lesson on contractions relevant to a learner's life?

Have each group share with the others how it made the contraction lesson more engaging and relevant.

(Give the groups 15 minutes to discuss and plan, and 25 minutes for groups to share or demonstrate different ideas they came up with)

GROUP PRESENTATION ON CRITICAL THINKING DRIVEN BY QUESTIONS (11:10, 30 min)

One way to make content engaging is to introduce critical thinking processes.

We have spent many days studying reading, numeracy and core content. What about critical thinking ... how do we integrate critical thinking into our classroom teaching?

What do you recall about what we learned about critical thinking on Day 1 of the training? (solicit discussion from teachers)

Critical Thinking Framework

The Washington State University Critical Thinking Framework identifies critical thinking in the following steps.

A learner who engages in critical thinking does the following:

- 1) Identifies and summarizes the PROBLEM/QUESTION at issue (and/or the source's position).
- 2) Identifies and presents the STUDENT'S OWN PERSPECTIVE and position as it is important to the analysis of the issue them.
- 3) Identifies and considers OTHER PERSPECTIVES and positions that are important to the analysis of the issue.
- 4) Identifies and assesses the key ASSUMPTIONS.
Identifies and assesses the quality of supporting INFORMATION/EVIDENCE and provides additional data/evidence related to the issue.
- 6) Identifies and considers the influence of the CONTEXT on the issue.
- 7) Identifies and assesses CONCLUSIONS, implications and consequences

Documenting

Have participants document in their notebooks,

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Vision of Good Teaching: Critical Thinking Framework

Thinking is Driven by Questions (Foundation for Critical Thinking)

(Master Trainers take the following piece and summarize it in your own words for teachers)

“Thinking is not driven by answers but by questions. Had no questions been asked by those who laid the foundation for a field — for example, Physics or Biology — the field would never have been developed in the first place. Furthermore, every field stays alive only to the extent that fresh questions are generated and taken seriously as the driving force in a process of thinking. To think through or rethink anything, one must ask questions that stimulate our thought.

Questions define tasks, express problems and delineate issues. Answers on the other hand, often signal a full stop in thought. Only when an answer generates a further question does thought continue its life as such.

This is why it is true that only students who have questions are really thinking and learning. It is possible to give students an examination on any subject by just asking them to list all of the questions that they have about a subject, including all questions generated by their first list of questions.

Feeding Students Endless Content to Remember

Feeding students endless content to remember (that is, declarative sentences to remember) is akin to repeatedly stepping on the brakes in a vehicle that is, unfortunately, already at rest. Instead, students need questions to turn on their intellectual engines and they need to generate questions from our questions to get their thinking to go somewhere. Thinking is of no use unless it goes somewhere, and again, the questions we ask determine where our thinking goes.

Deep questions drive our thought underneath the surface of things, force us to deal with complexity.

Dead Questions Reflect Dead Minds

Unfortunately, most students ask virtually none of these thought-stimulating types of questions. They tend to stick to dead questions like "Is this going to be on the test?", questions that imply the desire not to think. Most teachers in turn are not themselves generators of questions and answers of their own; that is, are not seriously engaged in thinking through or rethinking through their own subjects. Rather, they are deliverers of the questions and answers of others-usually those of a textbook.

We must continually remind ourselves that thinking begins with respect to some content only when questions are generated by both teachers and students. No questions equals no understanding. Superficial questions equals superficial understanding. Most students typically have no questions. They not only sit in silence, their minds are silent as well. Hence, the questions they do have tend to be superficial and ill-informed. This demonstrates that most of the time they are not thinking through the content they are

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presumed to be learning. This demonstrates that most of the time they are not learning the content they are presumed to be learning.

If we want thinking we must stimulate it with questions that lead students to further questions. We must overcome what previous schooling has done to the thinking of students.”

Generation of Questions (11:40, 10 minutes)

(Prompt the group to generate some “dead mind” questions

Prompt the group to generate questions to prompt you to think)

Take the content on the EGRA Plus Manual page 44, vol. 1.

Nyanquoi from King-Gray, by Geanjay G Rabat

King-Gray is **the** oldest town in Paynesville. **It** is the home of the first Bassa Chief called Bob Gray. Nyanquoi **is** a boy in his teens who lives there with his uncle Flomo. Every day, Nyanquoi is asked to clean the yard and cook. Flomo, Nyanquoi’s uncle, will eat all **of** the food without **sharing** with Nyanquoi. (**How do you think Nyanquoi feels?**) One evening, Nyanquoi and **his** uncle went for a walk. They met a very thin dog on the way. Flomo made a comment: “This dog is very thin.” Nyanquoi quickly responded “I think this dog lives with his uncle.” “What do you mean?” Nyanquoi’s uncle asked **in a rage**.

Make some “dead mind” questions based on the story.

Now make some “alive mind” questions that prompt students to critically think.

Here are a few sample questions.

Why did the uncle feel rage?

Did Nyanquoi intend to offend his uncle?

Who has responsibility to feed Nyanquoi?

Should Nyanquoi be asked to clean the yard and cook if he doesn’t receive food?

Where does his uncle get food?

At what age should Nyanquoi be expected to find his own food?

What underlying issues does the story address?

Are there any issues related to justice in this story?

Are there any issues related to human rights in this story?

Are there any issues related to family /cultural expectations in this story?

Is there a right and a wrong answer to what should have happened?

DEMONSTRATION TEACHING (11:50, 35 min)

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Now it is time for you to put skills to practice. Your job as a teacher is to help students organize a debate with students from another school. This debate will help make simple reading content relevant and interesting to older learners. Two groups of students will debate against each other. How will you help your group of students prepare for the debate? How will you help them use the critical thinking framework to prepare for the debate?

Divide into groups of 5, With one person as the teacher, and 4 students in debate group. Each group represents a different mock school

Take the content on the EGRA Plus Manual page 44, vol. 1. How would a teacher help students prepare for a debate, with another group of students. Give them 15 minutes preparation time. While this is a simple story, what are the underlying issues here? For an older youth, what questions does this raise? How will you encourage your students to use critical thinking processes here? (20 min preparation time)

Nyanquoi from King-Gray, by Geanjay G Rabat

King-Gray is **the** oldest town in Paynesville. **It** is the home of the first Bassa Chief called Bob Gray. Nyanquoi **is** a boy in his teens who lives there with his uncle Flomo. Every day, Nyanquoi is asked to clean the yard and cook. Flomo, Nyanquoi's uncle, will eat all **of** the food without **sharing** with Nyanquoi. (**How do you think Nyanquoi feels?**) One evening, Nyanquoi and **his** uncle went for a walk. They met a very thin dog on the way. Flomo made a comment: "This dog is very thin." Nyanquoi quickly responded "I think this dog lives with his uncle." "What do you mean?" Nyanquoi's uncle asked **in a rage**.

Then bring two groups of students from different schools for a debate. The moderator should let the debate get sparked, but not get out of control. Make sure that debaters play their role as students or as teachers.

After 15 min. stop the debate.

Break for lunch 12:30-1:30

PROCESSING THE DEBATE (1:30, 15 min)

Think about the Nyanquoi story in the earlier sessions?

When you think about the debate that occurred, what happened when students were engaged in asking challenging questions?

During the debate and the preparation for the debate, did you witness learners asking any critical thinking questions?

Did they engage in critical thinking analysis?

What could you have done to enhance this activity and make it more engaging for learners or exercise more of learners' critical thinking skills.

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VISION OF GOOD TEACHING (1:45, 20 min)

We also want to engage student in active learning and active thinking about the content they are exposed to.

What would you list as strategies for helping students engage in active learning into a lesson? (Have teachers generate a list and supplement it with the following)

The following strategies are listed in the “Critical Thinking Handbook” as ways to engage students in active learning that engages their minds.

1. Summarize or put into their own words what the teacher or another student has said.
2. Elaborate on what they have said.
3. Relate the issue or content to their own knowledge and experience.
4. Give examples to clarify or support what they have said.
5. Make connections between related concepts.
6. Restate the instructions or assignment in their own words.
7. State the question at issue.
8. Describe to what extent their point of view on the issue is different from or similar to the point of view of the instructor, other students, the author, etc.
9. Take a few minutes to write down any of the above.

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10. Write down the most pressing question on their mind at this point. The instructor then uses the above tactics to help students reason through the questions.

11. Discuss any of the above with a partner and then participate in a group discussion facilitated by the instructor.

USING THE DEBATE FOR GENERATING ENGAGING CONTENT (2:05, 30 MIN)

Now we see how a simple story gave us an opportunity to develop more content for actively engaging learners, especially learners in the youth age range . You don't have stay with the content that is written on a page. You can make it come alive and make it interesting for your learners. This gives you additional content to work from in your classroom.

Get back into your groups of five, with another person now taking the role of the teacher.

Utilize the steps from the "Critical Thinking Handbook" as ways to engage students to process what they saw, felt and thought during the student debate. The teacher should use the experience of the debate as an opportunity to engage students in his or her group in the following

1. Summarize or put into their own words what the teacher or another student has said.
2. Elaborate on what they have said.
3. Relate the issue or content to their own knowledge and experience.
4. Give examples to clarify or support what they have said.
5. Make connections between related concepts.
6. Restate the instructions or assignment in their own words.
7. State the question at issue.

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8. Describe to what extent their point of view on the issue is different from or similar to the point of view of the instructor, other students, the author, etc.

9. Take a few minutes to write down any of the above.

10. Write down the most pressing question on their mind at this point. The instructor then uses the above tactics to help students reason through the questions.

11. Discuss any of the above with a partner and then participate in a group discussion facilitated by the instructor

DEMONSTRATION TEACHING (2:35-40 minutes)

You have now had the opportunity to take a relatively flat topic, like punctuation, or a simple story and you have used it make content engaging and relevant to learner's lives and you have helped them engage in critical thinking.

Turn to page 24 of the EGRA Plus Volume 1.

Now with a partner, take 15 min to design a lesson plan activity using the story that makes the content relevant and engaging and helps learners use their critical thinking skills.

You then can gather four two-person teams together. One team teaches its lesson to the other six people in the group.

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Title of Session: Ensuring the Participation of all Students in Learning Activities

Objective: to enable participants to learn skills for involving all learners.

Time Allocated for Activity: Day 8, 3:15-5:30

Preparation Tasks: review of session plan

Materials Needed: flipcharts, markers

Activities:

Group Presentation (3:15, 10 min)

What are some of the different kinds of learners you find in your classroom?

(Elicit suggestions from group and supplement with the following..)

- Older students?
- Girls?
- Young mothers ?
- Disabled students?
- Slower learners?
- Gifted learners?
- Second language learners?

Engage group in discussion:

- How do these learners differ?
- Do they have different learning speeds?
- Different learning abilities?

Group Discussion (3:25, 25 min)

Do we ever unconsciously favor particular students in a classroom? Do we unconsciously over look anyone?

Present the following questions in the large group to provoke thinking. Then separate teachers into groups of five for them to discuss these questions individually. They should be prepared to make a presentation back to the large group.

- Which students do we sometimes favor?
- Which students do we sometimes overlook?
- Why do we assume that some are more capable?

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- What assumptions are going on in our minds that is guiding our judgments and behavior?
- Are these assumptions true?

Have 2-3 groups make presentations back to the group (3:50, 15 min)

Vision of Good Teaching (4:05, 30 min)

A Vision of Good Teaching means that:

The teacher engages ALL students in learning, and provides planned opportunities to support students with special learning needs and provide gifted students with more challenging learning tasks.

ALL students are involved irrespective of their sex, achievement level, socioeconomic status, and other differences.

What are some examples of how you can get all learners engaged in the learning process?

(Draft up a list of strategies generated by teachers themselves. Supplement it with these additional strategies)

- Plan the lesson with this goal in mind- how to engage all students in each learning activity and task
- Make an active conscious effort to call on or involve students equitably (you might alternate- calling on boy/girl/boy/girl or older/younger/older/younger.
- Make special provisions are made for students with special learning needs, giving them extra time for practice and reinforcement, or calling on them in ways that do not embarrass them.
- Make special provisions for gifted students, letting them move ahead in the lessons, giving them extra assignments to complete or engaging them to help slower learners.
- Work with PTA to help set up mechanisms, where young mothers can join together so that their children receive care while the mothers attend school.

How can we catch ourselves when we are in the midst of making assumptions and we repeat old or unwanted behaviors ?

(Draft up a list of strategies generated by teachers themselves. Supplement it with these additional strategies)

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- Make a mental clock in your head. Imagine there were a person seated in the back of the room who makes a tick every time you repeat a behavior that you want to change. Thinking of an outside monitor, helps you turn your internal monitor turn on!
- Take a pause. When you find your self falling into a habit, take a moment aside for yourself, or between classes. And think how you can change your behavior.
- Ask someone you trust to give you honest feedback when you are slipping into old behaviors. This could be another teacher, the school administrator or another educator, or even the supervisor. When you sincerely want to change, the person you ask to help you will be a kind mentor, not a reprimander!

Documenting

Have participants document in their notebooks, the two lists

Vision of Good Teaching: How to Engage all Learners

Vision of Good Teaching: How to Catch Ourselves for Repeated Unwanted Behaviors

Role Play ☞ Your Turn! (4:35, 55 min)

In small groups, set up a mini-classroom and practice how you can engage all students in the learning process. Let the teacher slip into old behaviors and then implement strategies for remembering and applying the desired strategies.

Demonstrate several of these role plays for the class, as time permits.

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Recap of Day 8

Objective: to enable participants to review skills learned during Day 8

Time Allocated for Activity: Day 9, 8:30 -8:45

Preparation Tasks: volunteers need to prepare ahead. They need to draw a picture of a handbag for participants to visualize

Materials Needed: to be determined by participants

Activities:

Volunteers draw the picture of the “handbag” before participants arrive.

Give the floor to the recap volunteer to present the key points that teachers should take away from Day 8 of the training?

What knowledge, skills and tools should teachers take away in each of the following areas and keep in their handbag?

- Making Content Relevant and Engaging
- Instructional Strategies or Resources To Reinforce Learning
- linking Critical Thinking with Engaging Content and Instructional Strategies
- Ensuring participation of all students

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Title of Session: Effective Classroom Management –Bearing in mind Time On Task

Objective: to enable participants to integrate what they learned on Day 1 about time on task, into their pedagogical practices

Time Allocated for Activity: Day 9, 8:45-11:15

Preparation Tasks: make flipchart

Materials Needed: flipchart, markers

Activities:

CLASSROOM MANAGEMENT

GROUP PRESENTATION (8:45, 40 min)

Classroom Management can be defined as a set of plans and actions which the teacher can use to make sure that effective learning takes place in the classroom. A good teacher practices good classroom management. She or he organizes the classroom environment so that effective learning can take place and reduce behavior problems.

Effective Classroom Management

Classroom management is a very important aspect of effective teaching.

Effective learning can only take place when a classroom is well managed.

In order to master the skills of classroom management, the teacher must first know the students and try to understand the behavior patterns of the students in order to deal with potential behavioral problems that might arise in class.

? What kind of behavioral problems could arise in an ALP class?

(solicit responses from teachers)

What do you think are some of the typical reasons for these behaviors?

(solicit responses from teachers, and supplement with the following if already not covered)

- A diversity of interests among students of varying ages
- Peer pressure
- Lack of parental guidance or discipline
- Social problems including lack of financial support, single parenting, integration, after returning home, etc.

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? How would you, as a teacher, deal with those problems?

Suggestions for Dealing with Common Problems in the Classroom

- Speak individually with the student
- Allow students share their thoughts and feelings
- Involve students in class activities
- Ask the older students to assist the younger students
- Create a friendly learning atmosphere.

? What other strategies or techniques would you add?

Techniques for High Quality Classroom Management

- **Focus** - make sure you have the attention of every one in the class room before starting the lesson
- **Direction** - let the students know at the beginning of the class what the topic is and what the activity will be. Let them know what is expected.
- **Monitoring** – a good teacher should move around the classroom to engage students and ensure that they are on task.
- **Modeling** - remember the best guide in the classroom is the teacher. A good teacher should be prompt, enthusiastic, patient, organized and courteous.
- **Use positive discipline** – use classroom rules that describe the behaviors you want instead of listing things the students cannot do.
- **Engage learners in creating rules**- Help learners to formulate two or three rules for the classroom. If the kids help it's easier for them to own the rules. Be sure that you're consistent in keeping the rules so the children know that they are important.
- **Create a learning friendly environment** - a good teacher will create an enthusiastic, enabling learning environment. A learning environment with pictures and color foster interest and enthusiasm.

Documenting

Make the following

Allow time for teachers to document the following:

Vision of Good Teaching -Techniques for High Quality Classroom Management

Inappropriate Discipline Techniques To Try And Avoid

(solicit responses from teachers, and supplement with the following if already not covered)

What kinds of techniques do you think should be avoided?

- Raising your voice or yelling
- saying “I’m the boss here”
- insisting on having the last word
- using tense body language, such as rigid posture or clenched hands

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- using degrading, insulting, humiliating, or embarrassing put-downs
- using sarcasm
- attacking the student's character
- acting superior
- using physical force
- drawing unrelated persons into the conflict
- having a double standard - making students do what I say, not what I do
- insisting that I am right
- preaching
- making assumptions
- backing the student into a corner
- pleading or bribing
- bringing up unrelated events
- generalizing about students –example: “All you kids are the same”
- making unsubstantiated accusations
- holding a grudge
- nagging
- throwing a temper tantrum
- mimicking the student
- making comparisons with siblings or other students
- commanding, demanding, dominating
- inappropriately rewarding the student

Small groups (9:25, 20 minutes)

Put participants into small groups of four. (In this activity, do not organize them into groups by school just let them fall into groups by number)

Groups discuss:

Have you ever found your self engaging in one of these behaviors in the classroom?
Have you ever send this on the part of others? What strategies could you use to put yourself on track if you felt yourself slipping into one of these behaviors?

🔮 A VISION of GOOD TEACHING (9:45, 10 min)

Allow time for teachers to document the following:

What does it look like when a teacher demonstrates effective classroom management skills ?

- Classroom management takes almost no time away from instruction.
- An effective plan seems to be established with clear expectations for acceptable student behavior and consequences for misbehavior. ensures smooth transitions between instructional activities,
- The teacher applies the plan consistently across settings or activities.
- While effective, planned consequences for students are fair and reasonable.
- The teacher's time and energy is clearly shifted from managing classroom behavior to managing substantive learning experiences.

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Role Play (9:55, 35 min)

Divide participants into groups of five. Half of the groups should develop role plays about what could go wrong when a classroom is managed inappropriately.

The other half develops role plays about what happens when it is managed correctly.

After 10 minutes of preparation time, first choose one group to present the negative consequences of ineffective classroom management. Later choose another group to present the positive scenario of effective classroom management. (Encourage the groups to use humor to make the role plays entertaining)

? Thinking...

In the role plays you just saw, what did the teacher do in the first role play that made things go right?

What did the teacher do in the second role play, that made things go off course?

What is classroom management?

LINKING CLASSROOM MANAGEMENT WITH TIME ON TASK

Role Play (10:30, 25 min)

Take the role play on negative consequences that was just performed.

Gather the participants at the front of the room again.

Have them again reenact the role play starting at the beginning of the class period, and going through each segment of how a class would flow. They should go through the whole 40 minute ALP class in speed-motion (for instance if a class runs for 40 minutes, they should go through role play the activities of that period in about 15 minutes).

While they are reenacting the role play, the Master Trainer stands by and write on the board the number of estimated minutes spent that students spent learning on task. (While you want to show time on task, you don't want to waste time. So you can prompt them to move through activities in order to demonstrate your point of how much time is wasted with bad class management)

When you get to the end of the role play, calculate how many minutes of the total 40 in a class period is spent on-task and how many minutes spent off-task.

Multiply this number x 4 periods, x 77 days. This is the total number of minutes spent on learning tasks.

Then divide the number of minutes by 60

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See how the total for each compares with 205 hours for semester 2 for 2010.

Drive home the point of how poor classroom management can add up to big losses in a student's academic progress

HELPFUL CLASSROOM MANAGEMENT TIPS to remember:

- The first few days are the most important ones of the year.
- Have fun and let children know you care about them.

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Title of Session: Assessing Student Comprehension

Objective: to enable participants to develop skills in how to assess whether students are learning...

Time Allocated for Activity: Day 9, 11:00-

Preparation Tasks: The student report card manual is not simple. Make sure you read the manual in its entirety before training. If it is difficult to understand, discuss it with your partner master trainer.

Materials Needed: EGRA Manual Volume 2

Activities:

GROUP PRESENTATION (11:00, 20 min)

Assessing Student's Learning

Early Grade Reading Assessment (EGRA)

- Reading is a foundational skill, and if a learner is not reading well, they will not be able to grasp content in each of the other core areas.
- The EGRA was designed to assess the foundation skills for literacy acquisition in grades 1 through 4 orally, including pre-reading skills such as listening comprehension.

The Big Question?

- On international reading tests, the average child in a developing country performs less than what percentage of students in developed countries?

(take 3 guesses)

97%!

- How do you think that affects their performance in all their other subjects?

What is the utility of Early Grade Reading Assessment?

- First, it highlights reading problems, draws attention to the issue of reading, and helps teachers track the performance and progress of students.
- Second, early grade reading is a "leading indicator" for the functioning of a school or school system. If reading is not being taught well in a school or a district, it is a safe bet that other things are not being learned well either.

When and how?

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The EGRA test will be performed in all classrooms in CESLY schools.

- The baseline occurred in November 2009
- The midline assessment will occur in June 2010
- The end line assessment will occur in June 2011

- This means that the strategies that you learn in this training will be a foundation upon which you need to apply their ability to implement these skills and demonstrate increased achievement

From the Big Picture to the Classroom

- In order to show results of increased achievement across a large group of students, each teacher needs to be able to track and assess the progress of their students in class on an ongoing basis.
- If that progress is not tracked, the teacher will continue adding new knowledge, without knowing whether previous information has been retained

Classroom-based Assessment

- What is classroom based assessment?
- Why do we want to assess whether students have comprehended the content being delivered?

(Discuss in a large group, soliciting teacher input)

How do we apply assessment in the context of reading?

- How can a teacher tell who the good are and the poor readers?
- How can a teacher identify exactly which component of reading a learner is having trouble with?

(Discuss in a large group)

Practicing Assessing Student Learning (11:20, 15 min)

☞ On your own!

- Turn to the lesson in RTI EGRA Plus Manual *Utilize RTI EGRA PLUS MANUAL: Page 15 (“Week 1, Day 4)*
- In teams of two, practice teaching the lesson to one another, focusing on how you would assess to ensure that the student is comprehending the material being delivered. (Make sure partners switch after seven minutes)

Is student assessment just about reading? (11:35, 15 min.)

NO!

The focus in this training is on helping you assess student progress in reading, because this has been shown to be a foundation for poor performance in other areas as well. But once you learn the skills of assessment you can utilize them in any other content area in your classroom.

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Practice

With your partner, practice teaching your partner how to work with fractions. Employ assessment methods to ensure she or he understands before you move on to the next steps. (Make sure partners switch after seven minutes)

Incorporation of Learning from Assessment to Modify Teaching Strategies

**How can I utilize the information I learn from assessment to change the way I teach?
(11:50, 10 min)**

- How do we use what we learned from assessment in order to change what we do in the classroom?

(engage in large group discussion)

Small Groups (12:10)

Gather persons in groups according to school. Have them discuss then each person devises an individual action plan on how they utilize information from assessment to modify their teaching strategies.

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Title of Session: Utilizing the Student Report Card

Objective: to enable participants to manage instructional materials

Time Allocated for Activity: Day 9, 1:30 -3:45

Preparation Tasks: review session plan

Materials Needed: flipchart, markers.

Activities:

UTILIZING THE STUDENT REPORT CARD (1:30)

Group Presentation

What is the Student Report card? (1:30, 15 min)

The Student Report card is a tool that has developed to serve as a companion to the EGRA Plus Reading Guide. The purpose is to give you a tool to help assess progress in reading.

- Turn to the student report card on page 5 of the Student Card Manual (which is found in the back of Volume 2)
- Show the participants each page of the assessment tool from page 6-11

How can I use the student report card in the classroom? (1:50, 20 min)

Guide participants through the instructions for the student report card starting on Student Card Manual on page 17.

Letter reading: instructions to the teacher. (p.17)

Let participants practice this in teams of two, for 10 minutes after explaining it

Story reading: instructions to the teacher. (p.19) (2;10, 20 min)

Let participants practice this in teams of two, for 10 minutes after explaining it

Comprehension for Grade 2: instructions to the teachers. (2:30, 20 min)

Let participants practice this in teams of two, for 10 minutes after explaining it

Distributing the Report Card (2:50, 10 min)

- Student Report Card: Teachers in Levels 2 and 3 should send the student report card for each Level 2 and 3 student at the end of period 1, end of period 2, end of

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- period 4, end of period 6. The card is to be sent home with the students for parent's review in the same way as the standard school report cards.
- Parent-Teacher Association/Community Card: Principals are required to
 - o distribute the Parent-Teacher Association/Community card to community members and parents at the PTA meetings for each Grade 2 and 3 student at the end of period 1, end of period 2, end of period 4, end of period 6

Practice (3:00, 30 min)

After having explained the process of the manual, use the remainder of the period for groups of two, to read and familiarize themselves with the manual and then implement the example tests from page starting on 22.

Making the Materials (3:30, 15 min)

Let teachers know that they will need to draw a chart on a white piece of paper for each student.

(make two sample templates of report cards of a) : early grade reading supplementary report card for parents and b) student progress tracker. You can find these at p.6, and p8 in the Student Report Card Manual in the Back of EGRA Plus volume 2)

(If they do not finish, let them know they will have opportunity to practice this in the learning materials session on Day 10).

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Title of Session: Conducting or Monitoring Tutoring and Learner Support

Objective: to enable participants to manage instructional materials

Time Allocated for Activity: Day 9, 3:45- 5:30

Preparation Tasks: review session plan

Materials Needed: flipchart, markers.

Activities:

GROUP PRESENTATION (3:45, 20 min)

Conducting or Monitoring Tutoring and Learner Support

Show of hands.

How many of you are currently conducting tutorial sessions in your classroom?

How many of you have conducted tutorial sessions in the past?

(Master trainers record this information to give to Training Officer)

Identifying Tutorial Attendees

Ask the group- what kind of learners do you think should participate in tutorial sessions?

(Supplement the list they generate, with the following if not already covered.)

Learners facing a number of types of challenges may benefit from tutoring.

- Responsibilities at home (income generation, search for food, domestic/farm responsibilities)
- Readjustment after displacement/war
- Gender-based responsibilities (domestic care, child care)
- Enrolling in semester late
- Extended absence due to labor, illness or any reason identified above
- Having repeated a grade
- Learning in second language
- Disability
- Any student who is not scoring above 70% will benefit from tutoring

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How Can We Identify Knowledge Gaps of Learners

(Ask the group- Supplement the list they generate, with the following if not already covered.)

The tutor can identify area of difficulties in content areas through:

- Child's own comments
- Teacher feedback
- Daily report card utilized in the EGRA Plus Manual
- Homework
- Grades

Small Group Work (4:05, 20 min)

Gather in groups of teachers according to school.

- Brainstorm what you think to be the elements of an effective tutorial session.....
- How can tutorials be used for learners to clarify their knowledge gaps in understanding the lesson presented for the day?
- How can tutorials sessions be used for learners to complete homework correctly?
- How can tutorials be used for learners to catch up if they have been absent or missed content?

Group Presentation (11:25, 30 min)

Timing

CESLY suggests that tutorial sessions occur just after class, for 40 minutes, and that all learners participate in some kind of tutorial so that all learners depart from school at the same time.

(Instituting this kind of a plan will maximize participation and minimize student peer pressure not to attend tutorials)

Who participates in conducting tutorials?

- Teachers/school staff
- Volunteers
- Peers

Teachers

Tutorials are an extracurricular activity which promotes a culture of reading as well as increased academic performance. As such, they are included as part of the school memorandum of understanding established with teachers participating in the CESLY project. Teachers should understand that there is no separate payment for tutoring sessions. Tutorials are conducted as an opportunity for teachers to participate in extra curricular activities that promote the well-being of their students.

How can teachers also involve other volunteers?

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- Teachers can encourage any community member who has interest in supporting tutorial classes
- The following youth volunteers have been/will be specifically oriented on how to conduct tutorials:
- Community Youth Interns
 - (215 to be trained in each community with a CESLY school)
- National Youth Service Volunteers
 - (25 to placed in CESLY sites in 5 counties)

Peer to Peer Learner Support

- Cooperative and peer learning helps those who are ahead teach those further behind. This builds and reinforces the skills of the more advanced readers/learners and strengthens the skills of the slower learners
- Peer to Peer Learner Support can be utilized both inside and outside the Classroom

Engage the large group in a discussion and make bulleted lists on the wall

How can peer-to-peer support be encouraged inside the classroom?

How can peer-to-peer support be encouraged in a tutorial session?

?? How can peer-to-peer support be encouraged outside the classroom?

Vision of Good Teaching

Have teachers copy down into their notebooks the lists with the following labels

How peer-to-peer support can be encouraged inside the classroom

How peer-to-peer support can be encouraged in a tutorial session

How peer-to-peer support can be encouraged outside the classroom

☞ Your Turn! (4:55, 30 min)

With the teachers from your school, make a plan for instituting tutorial sessions for the students in your school. Your plan should cover:

- Location of the tutorial
- Timing of the tutorial
- Frequency of the tutorial session
- Which person or persons are engaged in conducting a tutorial
- What the plan for follow up on monitoring the tutorial is
 - Who has responsibility for follow up monitoring
 - What the content of the tutorial will be

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When you finish, copy the plan in to your notebooks and submit the written draft to the master trainers.

At the top of your paper, please clearly label it with the name of your school and the county.

(Master Trainers should collect all tutorial plans and submit them to training officers)

If participants finish early they can leave early for lunch break

SCOPE TEST PREPARATION:

The six individuals who were selected to do a pre test on the first day of the session should be given an ALP lesson in advance so that they can use their overnight time for lesson preparation. Ask them to incorporate all of the new skills that they have learned over the past two weeks when carrying out the lessons.

Give the same lesson to all- ALP Level III, Lesson 18 (the ALP states 80 minutes but they should design their lesson for 40 minutes)

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Recap of Day 9

Objective: to enable participants to review skills learned regarding ALP lesson planning and core content

Time Allocated for Activity: Day 10, 8:30 -8:45

Preparation Tasks: volunteers need to prepare ahead. They need to draw a picture of a handbag for participants to visualize

Materials Needed: to be determined by participants

Activities:

Volunteers draw the picture of the “handbag” before participants arrive.

Give the floor to the recap volunteer to present the key points that teachers should take away from Day 7 of the training?

What knowledge, skills and tools should teachers take away in each of the following areas and keep in their handbag?

- Effective Classroom Management –Bearing in mind time on task
- Instructional materials management
- Preparation of teaching and learning materials

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Title of Session: Preparing Teaching and Learning Materials Using Reading-Components Approach

Objective: to enable participants to demonstrate their instructional materials

Time Allocated for Activity: Day 10, 8:45-9:15

This is a follow on to the session earlier in the week. The participants should bring their materials for show and tell, demonstration and teaching others how to use the materials.

Reading and Language Arts

Flash cards for vowels

Flash cards for sight words

Flash cards for consonant pairs

Flash cards for blends

Flash cards for sight words found in the EGRA plus manual

Flash cards for suffixes

Flash cards for prefixes

Decorated story boards

Important pieces of information

Names of the months

Names of the colors

Names of geographic sites in Liberia

Names of students

Material to place on a bulletin board

Making a user-friendly holder or hanger for flash cards, using locally available resources

Making a hand-made book in which students can write their own stories

Student Report Cards

(make two sample templates of report cards of a) : early grade reading supplementary report card for parents and b) student progress tracker. You can find these at p.6, and p8 in the Student Report Card Manual in the Back of EGRA Plus volume 2)

Numeracy

Flash cards for single digit numbers

Flash cards for double digit numbers

Flash cards for operation signs (+, x, -, etc)

Flash cards for patterns and shapes

Counting tools

Grouping tools

Tools for making patterns

A device to demonstrate fractions

A clock to practice telling time

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Social Studies

Map of Liberia

Globe

Map of your village

Remind participants: After you create your materials you need to keep them in a safe place so that they do not fly around and get lost. Think about how you will transport them back to your school. Think about how you can attach items to the wall in a low cost manner.

When you get back think about continue to create materials for each lesson where you find a need.

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Title of Session: Instructional Materials Management

Objective: to enable participants to manage instructional materials

Time Allocated for Activity: Day 10, 9:15-10:30

Preparation Tasks: as needed

Materials Needed: marker, flipchart.

Activities:

Instructional Materials Management

GROUP PRESENTATION (8:45, 40 min)

✿ What's going on ? ✿

- Take a pen. Get ready to draw a picture.
- If you were to visit an ALP classroom today, and you wanted to see the instructional materials for the classroom, what would you find ? Where are there? How are they stored? Where are they stored? Who is using them? Who is not using them? Who is responsible to care for them?
- Now draw a picture of what you would like to see.....

What are instructional materials?

- Instructional materials are items that are used to aid in the transference of learning information from one to another. Teachers may use instructional materials to aid in the teaching of subject matter for a class.
- Instructional materials could include:
 - Audio/Visual aids
 - Books
 - Articles for the classroom
 - Materials for project development
 - The locally developed materials discussed in the next session
- What are other names for these materials?
- Some call them instructional materials, while others may call them learning or teaching aids.

What is Instructional Materials Management?

Instructional Materials Management is the organization and coordination of the

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instructional activities and materials in accordance with certain policies to achieve clearly defined learning objectives.

Who is responsible to manage the materials?

- Management of the instructional materials/resources of Public Schools is a responsibility shared by the school authorities, PTA and district education staff with supervisory or administrative responsibility for instructional programs.

What are the principal's responsibilities?

- The duties and responsibilities of principals for instructional materials management and care include:
- **Proper Use of Instructional Materials** - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that the school maintains a collection of textbooks and ancillary instructional materials sufficient to support the instructional program in all courses offered by the school.
- **Security and Safety of Instructional Materials** - Ensure that materials are kept in safe and secure storage to avoid theft and damage to the materials by termites, rats, etc. and moisture.
- **Communicate to Parents the Manner in Which Instructional Materials Are Used in the Curriculum** – Effectively communicate to parents, through the PTA meetings the manner in which instructional materials are used to implement the curricular objectives of the school.
- **Conservation and Care** - Principals shall ascertain by inspection, and ensure that all instructional materials issued to the school are cared for properly.
-
- **Accounting for Instructional Materials** - Ensure that all instructional materials are fully and properly accounted for.

What are the teachers' responsibilities?

- The duties and responsibilities of teachers for instructional materials management and care include:
- **Proper Use of Instructional Materials** - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that lesson plans reflect the appropriate materials for the grade level and that the plan is used for instruction.
- **Use of Materials by Students** - Ensure that students use the materials given them during class and for assignments and homework.

Documenting

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List in your teacher notebooks, the responsibilities of principals and the responsibilities of teachers in managing instructional materials.

☞ **You discuss!**

SCHOOL LEVEL PLANS (9:25, 30 min)

Join in groups, according to school.

Develop a plan for instructional materials management at your school.

Your plan should include:

- What types of materials are to be included
- Where materials are stored
- How they are secured
- How their use by students will be maximized
- Who holds what responsibilities
- How you will support teachers and principals to manage the materials effectively
- What should happen when instructional materials are not being managed correctly

When you finish, copy the plan in to your notebooks and submit the written draft to the master trainers.

At the top of your paper, please clearly label it with the name of your school and the county.

(Master Trainers should collect all the plans and submit them to training officers)

IN-SERVICE TEACHER TRAINING

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Title of Session: **SCHOOL SAFETY AND COMBATING GENDER VIOLENCE**

Objective: to mobilize teachers and principals to take action in making school a safe place

Time Allocated for Activity: 10:30-12:30

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: flipcharts, markers

Activities:

DISCUSSION WITH LARGE GROUP (35 min)

(Arrange chairs in a circle)

Ask the group:

What are the characteristics of a safe school?

What kind of events can happen at a school that would make students feel unsafe?

(participants identify characteristics and one person writes these on the wall)

Is this a problem in our own ALP schools? Can you think of instances in which unsafe things happened at schools?

(Generate group dialogue, citing various instances of unsafe events...)

Take one example ... (make sure to choose one example and stay focused on the topics below. Don't let them get off topic in arguing about who was at fault or other controversial issues that couldn't be resolved through this discussion).

What was the event?

How did students feel after the event? Did it have any effect on how they felt about coming to school?

Let's think about different kinds of unsafe events:

(use the list they generated. Also make sure that the following topics are on the list, if the group feels these are relevant in their areas:

- Theft/Snatching
- Excessive beating of students
- Verbal abuse or demeaning of students.
- Fighting or physical aggression among students.
- Harmful traditional practices
- Sexual abuse of students by students or community members
- Sexual abuse of students by school staff

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Do you think any of these events are preventable?

How do you think they could be prevented?

(generate some group discussion)

GROUP WORK ON PREVENTION STRATEGIES (55 MIN)

Put teachers in groups according to the number of unsafe events generated (For instance if they listed 6 topics, break participants into six groups). Assign a topic to each group. Let each group generate a list of strategies that a school and community around the school could take in order to prevent the problem from occurring. Ask them to think about how teachers, principals, PTAs, community members, local government bodies and others should be involve in the strategies.

Groups should work for 20 minutes

Groups present their list of strategies to the larger group. (25 min)

After presenting the strategies, the Master Trainer can debrief, dialogue about the strategies and let participants discuss and engage in critical thinking about which strategies they think are workable, and which they think would be less valuable. (10 min)

GROUP WORK – SCHOOL SAFETY PLANS (30 min)

Get into groups according to your schools.

Put together a school safety plan for your own school.

- What issues/problems will you address?
- What actions will you take to prevent each of these ?
- What actions will you take to respond if the event happens?
- Who is involved in each action?
- Who is responsible for ensuring each action happens?
- How will you operationalize (or put the plan into action) once you get back to your school?

Label your plan clearly with the name of your school and your county at the top.

(Make sure that the Master Trainer collects each plan and delivers this to the Training officer)

IN-SERVICE TEACHER TRAINING

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Title of Session: Learning from Monitoring, Supervision, Observation and Mentoring

Objective: to enable participants to manage instructional materials

Time Allocated for Activity: Day 10, 1:30-3:00

Preparation Tasks: make sure you are familiarized with SCOPE tool

Post-project activity- Training Officers take note of the lists generated in which teachers delineate what kind of support they need from the project.

Materials Needed: flipchart, markers

Activities:

GROUP PRESENTATION (1:30, 40 min)

During this session, ask attendees to sit near the teachers from their same school before the session begins so that group formation is faster and more convenient.

Teacher Support System

You have been training in many new skills and approaches. How are you going to put into practice new skills and change behaviors when you get back into the classroom? What are you going to do when you find yourself slipping back into old habits?

Engage in group discussion. Write key points on the board

Have participant document this in their notebooks and label it as:

Vision of Good Teaching: Putting new skills into practice.

What kind of support do you need in being able to take up these skills?

(solicit ideas from teachers first, make a documented list (which Training officers will later share with the CESLY team)

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What kind of teacher support is planned to be provided through the CESLY project ?

- pre-service training
(those of who had not taught in an ALP classroom where trained in November)
- in-service training
(this January event)
- monitoring, assessment and supportive supervision
- distance education
- experience sharing circles

Monitoring, Assessment and Supportive Supervision

- Training engages teachers in face to face session to teach, model and practice new skills, knowledge and attitudes

After training

- monitoring and supportive supervision
 - Supervisors engage in ongoing contact with teachers to ensure that teachers have frequent contact, that they are guided in the way they uptake new skills and that errors or misconceptions are corrected and put on course
- Distance education and experience sharing circles
 - These activities help teachers continue their professional development and growth
- assessment
 - Teachers are periodically assessed in their uptake of new skills, knowledge and attitudes to monitor progress and help the project understand how it can better support teachers.

What is the SCOPE tool?

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- The Specialized Classroom Observation Protocol for Educators (SCOPE) tool is an assessment tool that tracks progress of teachers in 3 core areas:
 - Time on Task, Attendance & Punctuality
 - Reading and Numeracy Achievement
 - Utilization of Effective Pedagogy Skills in the Classroom
- The SCOPE tool will be used to monitor progress of teachers in taking up the new skills introduced through the in-service training and through the EGRA Plus manuals.

Using the SCOPE tool for Monitoring and Supervision

- The SCOPE tool has a monitoring and evaluation function as well as a supportive supervision function.
- During the In-service Training on Jan 4, a minimum of 10% of all teachers participating in CESLY will be pre-tested on the first day of the training
- A post-test will be conducted at the conclusion of the training.
- This pre-test will be compared to the post-test at the end of the session, as well as to SCOPE test results through Spring Semester 2010, so that growth and progress can be measured on how teachers are up taking their skills.
- This information will be used for monitoring and evaluation purposes, to measure the impact of the project and help donors decide whether it is making a difference to invest in education in Liberia or whether they should do something else with their resources.
- So your efforts in the classroom, and your diligence about putting skills into practice have a direct impact on investment in Liberia's future.

Using the SCOPE tool for Supportive Supervision

- The SCOPE tool will also be used as a talking point to help teachers observe, reflect and quantify their own progress over time.
- CESLY LRC Staff, District Education Officers and County Education Officers will utilize the SCOPE tool over the life of the CESLY project as a tool to monitor progress.
- When they come to visit your classroom, they will use the tool to assess how you are doing in teaching.

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- You can sit down with them at the end of the session and have a debrief. You can look at how you scored compared to your previous observation where you were assessed. They will give you constructive feedback to help you work through any areas where you need to improve.

What does the SCOPE tool look like?

- Review the tool. (Master Trainer reads the questions out loud or write them on a flipchart so you don't have to waste paper, by distributing one to all teachers)

Do you have any questions to help clarify?

Practicing Learning from Mentoring (2:10, 20 min)

With a partner, pretend that one of you has just finished teaching a sample lesson, and one of you is the assessor. Assessor: Practice how you will give feedback to the teacher. Teacher: What kind of questions will you ask the assessor? If you hear feedback on the areas of your teaching that were weak, how can you use this time with your assessor to learn how to improve your performance? (have group partners switch after 7 minutes)

GROUP PRESENTATION (2:30, 10 min)

Comprehensive Teacher Support

- We have looked at the SCOPE tool in depth and regular monitoring visits as a way to help teachers keep progressing, after the input of the In-service training. But what other ways exist to help teachers strengthen and reinforce the skills they were exposed to during teacher training?

Distance Education

- The project will make a very modest degree of inputs through distance education to support the key messages being delivered to teachers.
- These will broadcast on radio, dependent on whether affordable airtime is offered.
- Recorded materials will be used at training sessions
- Distance education material can be drawn upon during experience sharing circles.

Experience Sharing Circles

Experience Sharing Circles will be conducted on a monthly basis in each school among the teachers in a school site (ALP regular teachers, ALP night teachers and administrators together, along with CESLY volunteers)

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Focus will be on:

1. teachers' lessons learned while striving to implement what they learned in the in-service training
 2. challenges faced and how teachers found solutions to overcoming these challenges
 3. any content or messages from the project (CESLY will use the experience sharing circle as a venue, any time there is new information /messages to be conveyed to teachers)
- NYVS volunteers & Community Youth Interns will be involved in helping to facilitate and stimulate these discussions.
 - LRC Training Officers will organize a county-wide schedule for experience sharing and manage the process
 - DEOs/Training Officers/Master Trainers will benefit from attending the sessions and adding input and learning how teachers are growing
 - Cluster-based experience sharing may be held once during the semester

Group Work

Planning for Experience Sharing Circles (2: 40, 15 min)

Sit together as a group and discuss the date and time for your first experience sharing circle. The meeting should be scheduled for a 2.5- three hour period.

Then make a plan for the monthly timing of this event from now up through June 2010. At the top of your paper, please clearly label it with the name of your school and the county.

Each individual should copy the schedule into their teacher notebooks.
Each group should submit this plan to the Master Trainers

When you make a plan it is important that you stick to that plan. For instance, when CESLY staff/DEOs/others have your experience sharing plan, they might schedule a monitoring visit to coincide with a drop-in visit to your experience sharing circle.

(Master Trainers should submit each training hall's plans to the LRC Training Officer. The Training Officer should type these up and submit them to Moses, with a CC email to Thomas and Katy.)

(2:55, 5 min)

ICEBREAKER/BREAK

You choose whether you think participants need an icebreaker or a break

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Title of Session: Scope Post-Test

Objective: a) to ascertain the skill level of teachers upon entering the training b) for teachers and assessors to develop familiarity in utilizing the tool

Time Allocated for Activity: Day 10, 3:00-4:30

Preparation Tasks: prepare planning materials to give to each of the 6 teachers who will be post-tested

Materials needed: 6 SCOPE tools that were filled out on day 1, in the space for the first blank. lessons plans from ALP manual which teachers can easily utilize, presence of the Training Officer, and the M and E officer, LRC Team Leader or Community Participation Officer

Background: During the In-service Training on Jan 15, teachers will be post-tested on the last day of the training so that growth and progress can be measured during the time of the two week training and following training, when teachers are applying their skills in the classroom.

In-service training will be conducted in 24 different self-contained groups. On day 10 of the training, two demonstration teaching sessions will occur, of 3 different teachers teaching a model session concurrently. This means that 6 post-tests will occur in each In-service training group. The training participants will be dividedly evenly to observe the teaching and act as students. The three sub-groups will be facilitated by the 2 Master Trainers facilitating the session and 1 LRC staff (the Training Officer, and the M and E officer, LRC Team Leader or Community Participation Officer). These individuals will simultaneously monitor each demonstration teaching and administer the SCOPE tool.

ACTIVITIES:

Select the six individuals who took the pretest on the first day.

Divide the participants into three equal groups (80 min, 40 min each)

2 pre-selected teachers should go into each of the three groups. Master Trainer #1, Master Trainer #2 and the LRC staff person facilitate each group. These individuals will simultaneously monitor each demonstration teaching and administer the SCOPE tool. Each demonstration teaching should last for 40 minutes. At the end of the two 40 minute segments just as an ALP class would.

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Debrief (15 min)

At the end of the two teaching sessions, engage in debrief. First let the teacher express how they feel about the lesson. Whether they did this lesson differently than the first one. Then let participants and assessors give brief feedback to the 2 individuals who did demonstration teaching. Make this an opportunity for other participants to practice what they learned about giving and receiving feedback (make sure that the feedback sharing switches to the second demonstration teacher after 7 minutes)

POST-TRAINING

Following the training, the M and E officers should collect the 24 instruments used at the training. They should tabulate the results into the spreadsheet provided. They should then email this to Karen, Moses, Katy and Joseph Morris.

IN-SERVICE TEACHER TRAINING

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Title of Session: Clarifying Gaps; Covering Topics That Need Further Practice

Objective: to enable participants to reinforce their skills and for CESLY staff to plan for future teacher education

Time Allocated for Activity: Day 10, 4:35-5:15

Preparation Tasks: observation of participants through out the workshop

Materials Needed: flipchart, markers

Activities:

Ask participants

What parts of the workshop did you find most challenging?

What topics/aspects are still not quite clear for you?

After the participants have inputted various ideas, get a sense of which of these are most commonly shared by participants (either through their obvious verbal feedback or if not, through a show of hands)

Look at the issues which they felt were not clear and answer and clarify any issues which they feel they still need further explanation.

Being Accountable to School Level Plans

Don't forget- we are all accountable for the plans we make. During the training you have produced the following plans. These plans will be copied and transmitted to the CESLY office. As a school, you should monitor your own progress in these areas, and help keep yourself and those around you accountable to commitments.

- commitment to attendance, punctuality and time on task (day1)
- Promoting a culture of reading. (day 5)
- continuing mastery of content (day 7)
- instructional materials management (day 10)
- Conducting tutorial sessions (day 9)
- experience sharing circle (day 10)

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Title of Session: Evaluation

Objective: to enable participants to manage instructional materials

Time Allocated for Activity: Day 10, 5:15-5:30

Preparation Tasks: print out LRC evaluation form

Materials Needed: Blank sheets of paper for the participants (you can use the back of used pieces of paper, if you wish to recycle)

Activities:

Note for Master Trainers: Here do not use this precious time as a time for participants to comment on food, etc. This USAID money, which comes out of the pockets of the taxes on the wages of US citizen workers, was not donated for the sake of a catering event, but rather for a USAID-funded project to train educators.

Any logistics feedback should be written directly on the paper, collected by LRC staff. Verbal discussion time should be used for ascertaining what we can learn about how to gear future teacher education efforts during Semester II and beyond.

EVALUATION

- We thank you for your patience, your eagerness in learning new content and your commitment in agreeing to carry out activities in your classrooms?

In order to improve the quality of support from the CESLY project, we would like you to offer your comments about how you found this training...

The reason for asking is because we want to know what activities would you like more emphasis on in the next teacher support phase (through teacher experience sharing circles, refresher workshops or distance education)

Paper Evaluation

Please first write your comments on the paper, then engage in group discussion

On a blank piece of paper write your answers to the following questions:

1. What I learned from this training:
2. What I feel I needed to learn more about in order to effectively implement these new skills and approaches in the classroom:
3. What I feel I need to learn which was not covered in this training:

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Any comments in other areas (logistics, trainers, materials used, etc):

Verbal Discussion

What activities would you like more emphasis on in the next teacher support phase (through teacher experience sharing circles, refresher workshops or distance education)

Post-Training

Following the training, LRC Training Officers should reading through the information. You should type it up and sort it in the following way. Then send it to Moses with a CC email to Katy.

1. What I learned from this training:

(if you find repetition, you can just tabulate the number of respondents who said the same thing, rather than retyping it each time)

Training Hall #1

(enter all responses to this question)

Training Hall #2

(enter all responses to this question)

Training Hall #3

(enter all responses to this question)

Training Hall #4

(enter all responses to this question)

2. What I feel I needed to learn more about in order to effectively implement these new skills and approaches in the classroom:

Training Hall #1

(enter all responses to this question)

Training Hall #2

(enter all responses to this question)

Training Hall #3

(enter all responses to this question)

Training Hall #4

(enter all responses to this question)

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3. What I feel I need to learn which was not covered in this training:

Training Hall #1

(enter all responses to this question)

Training Hall #2

(enter all responses to this question)

Training Hall #3

(enter all responses to this question)

Training Hall #4

(enter all responses to this question)

Any comments in other areas (logistics, trainers, materials used, etc):

Training Hall #1

(enter all responses to this question)

Training Hall #2

(enter all responses to this question)

Training Hall #3

(enter all responses to this question)

Training Hall #4

(enter all responses to this question)

In addition to information, from the evaluation, there is other information needed from the training that you should also compile and put in the same document.

write down the bulleted list generated in the earlier session on Clarifying Gaps :

What parts of the workshop did you find most challenging?

Training Hall #1

(enter all responses to this question)

Training Hall #2

(enter all responses to this question)

Training Hall #3

(enter all responses to this question)

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Training Hall #4

(enter all responses to this question)

What topics/aspects are still not quite clear for you?

Training Hall #1

(enter all responses to this question)

Training Hall #2

(enter all responses to this question)

Training Hall #3

(enter all responses to this question)

Training Hall #4

(enter all responses to this question)

Also please put in this list, the data from the 1:30 session on Day 10 on Teacher Support

What kind of support teachers feel they need from the project:

Training Hall #1

(enter all responses to this question)

Training Hall #2

(enter all responses to this question)

Training Hall #3

(enter all responses to this question)

Training Hall #4

(enter all responses to this question)

Also please put in this list, the data from the morning session on Day 10 on Tutorial Support

How many of you are currently conducting tutorial sessions in your classroom?

How many of you have previously conducted tutorial sessions in your classrooms?

Training Hall #1

(enter all responses to this question)

Training Hall #2

(enter all responses to this question)

Training Hall #3

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(enter all responses to this question)

Training Hall #4

(enter all responses to this question)

OTHER FOLLOW UP

The Training Officer should type up each school's experience sharing circle plan and submit them to Moses, with a CC email to Thomas and Katy.)

Training Officers should also collect the school level plans for:

- commitment to attendance, punctuality and time on task (day1)
- Promoting a culture of reading. (day 5)
- continuing mastery of content (day 7)
- instructional materials management (day 10)
- Conducting tutorial sessions (day 9)
- experience sharing circle (day 10)

Each plan should be clearly labeled at the top with the name of the school and the name of the county.

These plans do not need to be typed but they can be photocopied and delivered to CESLY central office. (or if you are in a distant location and it is hard to travel to Monrovia, feel free to type or scan them, what ever is most convenient).

They should be sent to Moses, with a cc to Katy and to Thomas.

+++++

**THANK YOU FOR THE INCREDIBLY HARD WORK, SACRIFICE AND
COMMITMENT THAT YOU HAVE EXERTED TO MAKE THIS TRAINING A
SUCCESS AND MAKE AN INVALUABLE CONTRIBUTION TOWARD
EDUCATION IN LIBERIA.**