



USAID
FROM THE AMERICAN PEOPLE

ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

CYCLE 4 CLUSTER TRAINING FOR ALP
SCHOOL PRINCIPALS
FACILITATOR'S MANAUL
ALL COUNTIES

USAID/Liberia ABE:ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001

This document was made possible by the support of the American people through the United States Agency for International Development (USAID). This document was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC) for USAID/Liberia Accelerated Quality Education for Liberian Children.

ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

CYCLE 4 CLUSTER TRAINING FOR ALP SCHOOL PRINCIPALS FACILITATOR'S MANUAL

All Counties

January 2020

USAID/LIBERIA ABE: ACCESS IDIQ CONTRACT
AID-OAA-I-14-00073/AID-669-TO-17-00001

Prepared for:

Judy Webb, Contractor Officer (CO)

Office of Acquisition and Assistance

United States Agency for International Development/Liberia

c/o American Embassy

502 Benson Street

Monrovia, Liberia

Prepared by:

Education Development Center

43 Foundry Avenue

Waltham, MA 02453-8313

USA



USAID/Liberia ABE:ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001

This document was made possible by the support of the American people through the United States Agency for International Development (USAID). This document was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC) for USAID/Liberia Accelerated Quality Education for Liberian Children.



Rights and Permissions: This work is available under the Creative Commons Attribution 4.0 IGO license (CC BY 3.0 IGO) <http://creativecommons.org/licenses/by/3.0/igo>. Under the Creative Commons Attribution license, you are free to copy, distribute, transmit, and adapt this work, including for commercial purposes, under the following conditions:

- Attribution—Please cite the work as follows:

USAID and MOE, 2020. *Cycle 4 Cluster Training (Dec. 2019) for ALP School Principals, Facilitator's Manual, All Counties*.

Monrovia: USAID and MOE.

License: Creative Commons Attribution CC BY 4.0 IGO

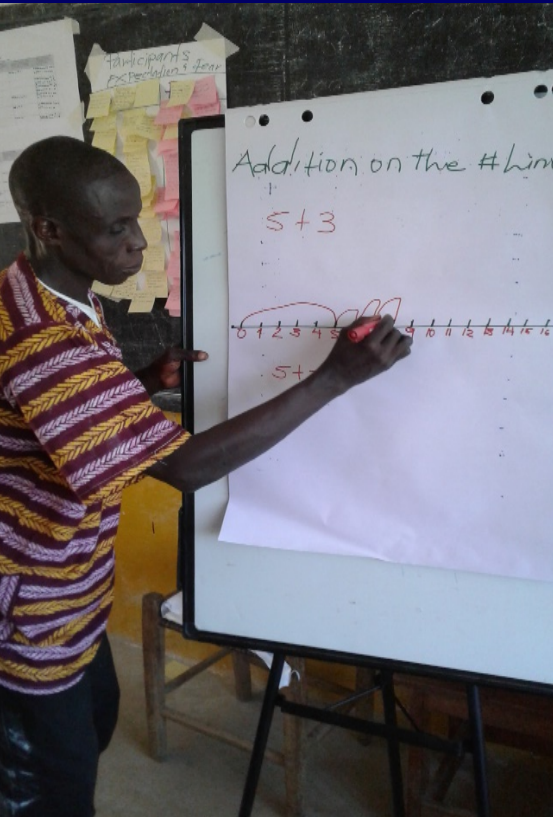
- Translations—If you create a translation of this work, please add the following disclaimer along with the attribution: This translation was not created by USAID and should not be considered an official USAID translation. USAID must not be liable for any content or error in this translation.
- Adaptations—If you create an adaptation of this work, please add the following disclaimer along with the attribution: This is an adaptation of an original work by USAID. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by USAID.
- Third-party content—USAID does not necessarily own each component of the content contained within the work. USAID therefore does not warrant that the use of any third party owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner. Examples of components can include, but are not limited to, tables, figures, or images.



USAID
FROM THE AMERICAN PEOPLE



ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN (AQE)



Cycle 4 Cluster Training for ALP School Teachers and Principals (FACILITATOR'S MANUAL FOR PRINCIPALS)

December 14, 2019

Accelerated Quality Education for Liberian Children Cycle 4 Cluster Training

Preparing Principals and Teachers for the ALP Lessons

Rationale:

ALP teachers and principals capacity building is done cluster to cluster as a way of quality improvement for instructional and administrations of ALP lessons to learners in the classroom. Continue professional development of these teachers and principals through practice, feedback, mentoring and coaching result to result 2: adequate teacher ALP instruction provided. Themes developed for Cycle 4 Cluster Training is Preparing Principals, Teachers for appropriate teaching of Learners that build confidence.

Methodology:

A mixture of experiential and participatory learning approaches will be used to implement the training. Using a stations model, facilitators will model and micro teach how to implement teaching and learning strategies. Teachers need dedicated professional time to learn the skills and strategies necessary to become effective facilitators as well as time to practice what they learn. Time for practice can help teachers gain confidence in their abilities. Reflection and feedback will allow participants to reflect on their teaching practice and experience, and take charge of their own learning

Objectives:

By the end of the Cycle 4 Cluster Training, teachers and principals will have completed the follow tasks:

- Reviewed Units 1 and 2 with focus on what worked well, less well what are priorities for support
- Practiced effective techniques for teaching sounding out letters in Literacy and English Language Arts curriculum
- Practiced effective techniques for teaching basic mathematics operation including addition, subtraction, multiplication and division
- Identified strategies for using appropriate teaching aids to help learners solve Numeracy/mathematics problems
- Organized and reviewed formative assessments for end of units 1 and 2 with focus on strengths, weakness, lessons for end-of unit 3 assessment

****The materials in this Facilitator’s Manual refer just to the sessions for the Principals, found in the schedule below. Facilitation materials for the sessions for the Teachers can be found in the separate Facilitation Manual for Teachers****

USAID Liberia / Ministry of Education Accelerated Quality Education for Liberian Children (AQE)				
Venues	Bong, Nimba, Bassa, Margibi, Montserrado and Lofa counties			
Participants:	Cycle 4 Cluster training for Teachers and Principals			
Date:	December 14, 2019			
Nov 30	Day 1			
8:30-9:00	Session 1: Welcome, Introductions, Pre-test			MTs /Facilitators
9:00 – 10:30	Session 2: Literacy and Numeracy Looking Back			MTs /Facilitators
10:30 – 12:00	Session 3A: Literacy	Sessions A/B Concurrent	Session 3B: Principals Breakout session-part 1 SQIP planning review	MTs /Facilitators
12:00 – 13:00	Lunch			
13:00 – 14:30	Session 4: Mathematics – from addition and subtraction to multiplication and division	Sessions A/B Concurrent	Session 3B: Principals Breakout session- Part 2 SQIP new planning activities	MTs /Facilitators
14:30 – 15:30	Session 5: Formative assessment – collection and review of end of unit assessment 1 and 2		Session 3B: Principals Breakout session- Part 2 SQIP new planning activities continues	MTs /Facilitators
15:30 – 16:00	Session 6: Post-test & Training Evaluation			Participants
16:00 – 16:30	Administrative matters			Finance
16:30-- 17:00	Departure			

SESSION 3B: PART I REVIEW:

Principals School Quality Improvement Process (SQIP)

Length of session: 90 mins

Session Objectives

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

- Explore School Quality Assessment (SQA) Standards 1 and 2, with a focus on how school principals should effectively manage their sites
- Review classroom observation tool and examples of good practice
- Review SQIP visits and plans.
- Recognize ways in which results from the School Quality Assessment can be used to improve teaching and learning environment by coaching and mentoring

Background information

AQE is working along with the MOE to revise the process and tool for quality improvement of ALP, based on expansion of the Alternative Education Module 9 of the MOE School Quality Assessment (SQA) Tool. The revised Module 9 will integrate two quality standards of ALP namely, Teaching and Learning Environment and Community Links and Support. An array of stakeholders including principals, teachers, learners and PTA representatives constitutes an important data source for the School Quality Assessment process.

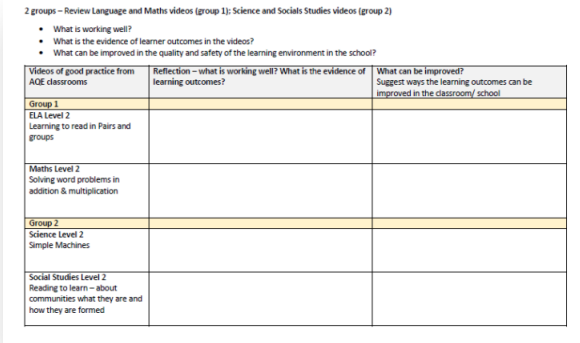
Materials

- Cut letters to form words, flipchart paper and markers
- Principals should bring work plan that was developed from counties to be used for the PTAs to do updates
- Short Videos – good practice semester I Maths, Language, Social Studies and Science

Timing	Activity	Notes
10 minutes	<p>Introduction</p> <ul style="list-style-type: none">▪ Display and explain the pre-written session objectives, and clarify where there are questions.▪ Tell participants that they are going to do a brainteaser activity called “Unscrambled letters.” <p>Form 4 groups by using paper cut into different shapes, squares, triangles, circles</p> <ul style="list-style-type: none">▪ Explain that each group will use the letters in the envelop, unscramble them and form a word.▪ Set a three-minute time limit.	<p>Participants to unscramble letters to form four words “School Quality Improvement process”</p> <p>Facilitator to use the ordered word to form the title of the session</p> <p>Handout 3.1: Unscramble letters</p>

Timing	Activity	Notes
	<ul style="list-style-type: none"> ▪ Ask groups to post their ordered words on the board and allow time for everyone to see clearly. ▪ Ask a volunteer to read the words that are on the board. ▪ Facilitate should use the ordered words school quality improvement process to form the title of the session 	
<p>30 minutes</p>	<p>Activity 1: Reminder of Previous School Quality Improvement Process (SQIP)</p> <ul style="list-style-type: none"> ▪ Ask: who can remember anything about the last SQIP training? ▪ Take responses from few participants. ▪ Say that during the past training, we discussed what SQIP is, the steps and procedures ▪ Remind them of SQIP tool that is used to assess 2 quality standards on ALP provision <ul style="list-style-type: none"> ○ Teaching & Learning environment and community links & support ○ SQIP is designed to support ALP in relation to safe learning environment and community engagement at the site. <p>Say some of the steps in the SQIP process as below:</p> <ol style="list-style-type: none"> 1. Collect Data – school quality improvement process, classroom observation 2. Analyze data 3. Identify quality gaps on standards and indicators 4. Classification of school (A-F) 5. SQIP conference and recommendations for quality improvement and planning 6. Monitoring and coaching: Planning implementation – with classroom observations <p>Ask participants if they have questions and response</p> <p>Conclude by saying that we used SQIP results from performing and underperforming sites to make plans on how to improve our schools</p>	<p>Interactive activity: Link past training to the present by review of key steps and procedures</p> <p>Handout 3.2 - School Quality Improvement Process Tool</p> <p>Standard 1: ALP sites are safe and learner-friendly and are managed in a way that enhances quality learning</p> <p>1.1 Indicator 1: ALP teaching and learning environments (the atmosphere created by the teachers, administrators, learners and community members, and the posters, resource materials, etc. in the classrooms) promote personal safety and respectful behavior; they are free from physical, psychological and sexual violence.</p> <p>1.2 Indicator 2: ALP sites are located in safe, accessible places and the physical environment promotes quality learning, participatory methods and learner-centered approaches</p> <p>1.3 Indicator 3: ALP sites are well-managed according to the design of the ALP program and promote quality teaching and learning</p>
<p>30 mins</p>	<p>Activity 2: Review of good practice emerging from classroom observations – a key part of the SQIP process for principals</p> <ul style="list-style-type: none"> • County TIs with school principals have been conducting classroom observations • What has been your experience of classroom observations with county TLs? 	<p>Group work with video and review forms (15 mins)</p> <p>Handout 3.2a Classroom Observation</p> <p>Handout 3.2b</p>

Timing	Activity	Notes
	<ul style="list-style-type: none"> • Write down one positive and one less positive experience • Share with the other participants • What is the classroom observation tool? The classroom observation tool as we know has the following parts for assessment <ul style="list-style-type: none"> • Background • Introduction • Lesson organization • Methodologies • Use of materials • Curriculum and Content • Facilitation of active learning • Questioning • Conclusion • Post conference • School Principals will receive triplicate classroom observation forms to carry out observations with teachers weekly, bi-weekly or monthly– <ul style="list-style-type: none"> • one copy can be shared with the teacher, • one copy can stay with the principal and • one copy can be kept to share with DEO/ AQE team when they visit • It is important for principals to <ul style="list-style-type: none"> ○ include classroom observations into their School Improvement planning ○ get a big picture of classroom practice - as a tool to inform school improvement in teaching and learning and community engagement <p>Principals Group review of Semester I classroom observations – maths, language, science and social studies WhatsApp videos</p> <p>4 principal groups</p> <ul style="list-style-type: none"> • Group 1 - Language video • Group 2 - Maths video • Group 3 - Science video • Group 4 - Socials Studies video <ul style="list-style-type: none"> • What is working well in the classroom? • What is the evidence of learner outcomes in the videos? 	<p>Review of Good practice form Semester I classroom observations</p> <p>Summary – 15 mins</p>

Timing	Activity	Notes
	<ul style="list-style-type: none"> What can be improved in the quality and safety of the learning environment in the school? 	
10 minutes	<p>Group discussion and presentation</p> <ul style="list-style-type: none"> Present group feedback – learning outcomes areas for improvement – language, maths, science and social studies How can principals use classroom observations evidence to improve teaching and learning in the classroom and in the school? 	
2 minutes	<p>Roundup: Discussion</p> <ul style="list-style-type: none"> Thank participants and then conclude the session. 	

SESSION 3B: PART 2 PLANNING: Principals School Quality Improvement Process (SQIP)

Duration: 90 mins

Session Objectives:

- Verify priorities for action based on SQIP report examples and on ALP site needs
- Develop action plans on 3 priorities to respond to SQIP school assessment.

Key learning points

Preparation and Materials

Materials:

- Prepared flip chart with template for action planning
- SQIP tool, SQIP planning template
- SQIP supervisor reporting template and guide
- Short Video – Semester I – SQIP school visits

Session Activities

Time	Activities	Notes															
20 mins	<p>Activity I: Review accomplishments and plan new activities for implementation</p> <p>Presentation on Updates</p> <ul style="list-style-type: none"> ▪ Inform participants that they are going to present on their SQIP plans developed during the previous training. ▪ Tell participants to work in their respective sites to prepare a presentation on the status of the SQIP plans. ▪ The following questions should be used to prepare update on the SQIP plans. <ul style="list-style-type: none"> ○ What have been achieved in your SQIP plan? ○ What were the challenges encountered? ○ What role did you play to deal with the challenges? <table border="1" data-bbox="279 1579 1284 1885"> <thead> <tr> <th>Targets (Principals SQIP August Plans)</th> <th>Progress Achieved, partially achieved, not achieved</th> <th>Implementation Status (describe what has been achieved)</th> <th>Challenges</th> <th>Next Steps targets</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Targets (Principals SQIP August Plans)	Progress Achieved, partially achieved, not achieved	Implementation Status (describe what has been achieved)	Challenges	Next Steps targets											<p>Handout 3.4B SQIP Planning Review</p>
Targets (Principals SQIP August Plans)	Progress Achieved, partially achieved, not achieved	Implementation Status (describe what has been achieved)	Challenges	Next Steps targets													

Time	Activities	Notes																				
	<table border="1" data-bbox="280 226 1282 573"> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> <ul style="list-style-type: none"> ▪ Allow participants time to present update on the SQIP plans, ▪ Now ask principals to say their targets to help prepare their schools for good SQIP results in the next cycle <p>Explain that the next school SQIPs will take place in February</p>																					
40 minutes	<p>Activity 2: Action plan preparation</p> <p>Priority mapping and planning</p> <ul style="list-style-type: none"> • Do one example with SCHOOL LEADER showing how to do <ul style="list-style-type: none"> ○ Step 1: Priority Mapping - 1 Priority, 1 Activity, 2 Tasks, Targets to be met, ○ Step 2: Priority Mapping Transfer to Planning – 1 Priority, 1 SMART objective, 1 Activity, 1 Task, Timeframe, accountability, resources, evidence, target • Principals do their plan on flip charts – take them back to schools • TLs work with county teams to digitize the plans 	<p>Facilitator demonstration of one example</p> <p>Handout 3.4C – SQIP New Planning Steps template</p> <p>Group work – individual school plans</p>																				
20 minutes	<p>Activity 4: Gallery walk</p> <ul style="list-style-type: none"> • SCHOOL LEADER activities plans and actions to present/respond to SQIP PRIORITIES in their schools • Participants circulate the room to view the action plans of other groups. • Use different color of post-it note as follows: <ul style="list-style-type: none"> ○ What is good about the plan (write on green post-its) ○ What could be improved (pink post-its) 	<p>Circulation of groups – posting of comments on post-its</p>																				
10 minutes	<p>Activity 4: Summary and wrap-up</p> <ul style="list-style-type: none"> • Make a summary of plan activities and stress the following tasks should be completed at some point in time. <ul style="list-style-type: none"> ○ Digitization of activities plans by facilitator ○ Principals – take back the flip chart plans 	<p>Facilitator & participants</p>																				

Time	Activities	Notes
	<ul style="list-style-type: none"> ○ On school visits – share the digitized plans <p>Conclude that the County Team Leads will visit to coach and mentor principals while it's expected for the principals to coach and mentor to teachers</p>	

Action Planning

Ask SCHOOL LEADERS to identify 2-3 priorities for school improvement in their Action Planning Template.

- Note 1: It's a good idea to
 - get the SCHOOL LEADER to put PRIORITIES, ACTIVITIES, TASKS AND TARGETS on a mapping template
 - then transfer priorities to a plan with SMART objectives on a flip chart
 - then the MT digitizes all school plans (soft copy)



Step 1 Planning: Put the plan on a flip chart using the template as a guide



Planning on flip chart – with the help of template and guide

Action Planning



**Put plan on wall; Review – is the plan SMART?
MT take a photo and digitize the plan**