

MULTIAGE TEACHING

An evaluation tool to support teachers in professional development in teaching mixed-age classes

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	NOVICE	APPRENTICE	JOURNEYMAN	PRACTICING	MENTOR
LEARNER CENTERED	Classroom attractive but teacher centered Well planned control measures	Rapport between teacher and child developing Routines being established re movement, organization, patterns	Routine streamlined & established Recognition of child's abilities Classroom: display of aids, charts and some children's work	Routines established Children learning to be self-monitoring and independent as learners Classroom: child oriented	High quality approach and critical awareness of children's needs Responsive to child's needs Classroom: dynamic, children learning to learn, obvious enthusiasm of children & parents, child oriented
DOCUMENTATION AUTHENTIC ASSESSMENT	Keeps day-to-day observations about students in memory. Keeps written records about students at end of units and semester Comments on student progress in relation to grade norm	Documents information about special students as needed Records information about student achievement in regular intervals	Records information about all students often Offers descriptive feedback to students on products Teaches students to keep records of own work Tests indicate incidence of error	Records information about all students daily Offers descriptive feedback to students on all aspects of work Provides students with tools to understand quality work and learning goals. Tests- focus upon reasons for error Program greater detail for remediation and attention to children's' needs	Locates points of error considers both remedial aspects & preventive methods Records extensively about student progress, products, behavior Offers descriptive feedback to students about work and effort Teaches students to be self-monitoring and reflective learners, keeping record of own products and achievement

<p>SMALL GROUP INSTRUCTION</p>	<p>Uses small group Instruction in reading Groups are formed and re-formed each Semester Groups according to grade designation at Times</p>	<p>Organized regular instruction with small groups in reading, occasionally in writing and/or math</p>	<p>Uses assessment information to form & change groups as needed Uses a variety of groups</p>	<p>Uses flexible grouping successfully Offers a variety of grouping opportunities to students daily</p>	<p>Fluent use of flexible grouping strategy Students given opportunity to work in a minimum of 4 different groups daily</p>
<p>DIFFERENTIATED INSTRUCTION</p>	<p>Mostly uses whole class direct transmission-type lessons Never or rarely differentiates instruction</p>	<p>Sometimes differentiates instruction in process, product, content, or environment</p>	<p>Differentiates regularly in one or two subject areas using a variety of ways : content, process, product</p>	<p>Regularly differentiates instruction using variety of ways" content, process, product, and environment for most discipline areas.</p>	<p>Regularly differentiates as needed using all of techniques Positive reinforcement Thoughtful questioning Aware of developmental stages of learning</p>
<p>CURRICULUM DESIGN</p>	<p>Standards not important Attempts to "cover" all topics for age groups in one year – No depth or attempt to make connections to real-world or other Curriculum areas</p>	<p>Supervision techniques developing Class themes based on curriculum outcomes Chooses reasonable number of topics to explore in depth</p>	<p>Standards well supervised Class topics multi-disciplinary and well developed Program well presented</p>	<p>High standards demanded & work well supervised Awareness of methodology within subjects towards optimum method Multi-disciplinary, real-world topics well developed with opportunity for student inquiry</p>	<p>Integrated, real-world class topics that offer a balance of provincial outcomes and student inquiry Seeks advisory assistance with curriculum development Familiar with provincial curriculum documents & and offers opportunities for students to accomplish them</p>

<p>PROFESSIONAL DEVELOPMENT</p>	<p>Accepts guidance Reads professional resources when required Uses strategies that are successful in other teachers' classrooms</p>	<p>Sometimes will seek guidance, advice Influenced by other teachers Seeks professional resource for specific questions</p>	<p>Sometimes responsive to guidance, support and advice May be indifferent toward in-service May be studying – generally spends little additional time at school</p>	<p>Critical, but receptive to in-service and workshops Likely to be undertaking further study Willing to assist & advise other teachers May volunteer to serve on committees</p>	<p>Seeks collaboration and leadership opportunity Seeks advisory assistance with curriculum development Active participant and positive awareness in in-service Contributes to education community by writing and presenting Ready to act as mentor to other teachers Keeps abreast of educational research, incorporating new strategies in program</p>
<p>ATTITUDE</p>	<p>Often tense and situation strained Refers to class as a Split class Prefers to teach a single grade</p>	<p>Enthusiastic and energetic approach to class work Refers to class as multi-grade</p>	<p>Confident, secure in classroom Good rapport with staff Limited parent contact Positive to the point of being obdurate and 'in the right' Refers to class as multiage</p>	<p>Self-critical, thoughtful, confident, but receptive to new ideas Good rapport with staff Good rapport with parents and listens to parents' point of view Embraces and prefers multiage pedagogy</p>	<p>Receptive, reflective Eager to collaborate with staff Good rapport with parents; seeks and responds to parents' point of view Advocates Multiage education publicly</p>