

MULTIAGE TEACHING

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

Developed by Marion Leler 2007

| | NOVICE | APPRENTICE | JOURNEYMAN | PRACTICING | MENTOR |
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| 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 |

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| <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 & offers opportunities for students to accomplish them</p> |

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| <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 multitage</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 multitage pedagogy</p> | <p>Receptive, reflective Eager to collaborate with staff Good rapport with parents; seeks and responds to parents' point of view Advocates Multitage education publicly</p> |