MENTORING TOOLS

Observation Guides and Other Templates for Daily Practice

*"**A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you**." — Bob Proctor.*

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1 EXAMPLE OF A TIMETABLE FOR MENTOR ACTIVITIES

This timetable is meant to help expert mentors organize their activities. It is based on the assumption that public servants have to spend 40 hours a week on their mission. A teacher, for instance, spends 18 hours in front of the students but is supposed to prepare his lessons, correct assignments, and perform other tasks the rest of the time. Similarly, a mentor should work 40 hours, but that includes all his activities, including preparation time and conferences with the mentees.

Mentor: Mr. Makara   **Period:** From 18 to 23 October

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:30 a.m.	English lesson, grade 8 A	Lesson preparation G9	Lesson preparation G8	Classroom observation – Ms. Sreynich	English lesson, grade 9 C	Classroom observation – Ms. Chanthy
8:30 a.m.	English lesson, grade 9 C	Preparation of the Orientation on Study Club	English lesson, grade 8 A	Classroom observation – Mrs. Veasna	Lesson preparation G 8	Post-observation conference – Ms. Chanthy
9:30 a.m.	Classroom observation – Mr. Seth	Preparation of the Orientation on Study Club	Curricular readings	Post-observation conference – Ms. Sreynich	Orientation with science teachers on Study Clubs	Classroom observation – Ms. Leangsim
10:30 a.m.	Post-observation conference Mr. Seth		English lesson, grade 9 C	Post-observation conference Mrs. Veasna	Orientation with science teachers on Study Clubs	Post-observation conference – Ms. Leangsim
	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
1:30 p.m.	Orientation session with the librarian and students	Classroom observation – Mr. Bunnath	Study club in English	Lesson planning with Mr. Ratha	Classroom observation – Mr. Ratha	Training on classroom management (Ms. C. and Ms L.)
2:30 p.m.	Orientation session with the librarian and students	Post-observation conference – Mr. Bunnath	Study club in English		English lesson, grade 8 A	
3:30 p.m.	Correction of test G8	Classroom observation – Mr. Choyi	Correction of test G9	Lesson preparation G9	Report writing for Mr. Ratha	
4:30 p.m.		Post-observation conference – Mr. Choyi	Meeting with school management to plan STEM fair			

Code	Type of activity	Total time
	Unmovable recurrent activities (e.g., teaching duties)	6 hours
	Collective appointments (e.g., PLC, workshops, meetings etc.)	10 hours
	Individual appointments (e.g., individual mentoring)	14 hours
	Movable activities (e.g., personal work, preparations, corrections, professional readings etc.)	10 hours
	Total	**40 hours**

2   EXAMPLE OF ANNUAL WORK PLAN

Each academic year, each mentor must propose his/her work plan based on their Key Results (KR) in their ToR. The individual work plan is organized to align with the objectives Master Workplan of the school. After it is done, the mentor must present this proposed work plan to the School Principal and School Management Team to inform them and get their feedback.

ACTIVITIES	J	F	M	A	M	J	J	A	S	O	N	D
KR 1: Mentoring												
1. Conducting orientation for mentees about the mentoring	x											
2. Selecting the mentees							x	x				
3. Schedule for mentoring	x	x	x	x	x	x	x	x	x	x	x	x
4.	x	x	x	x					x	x	x	x
5.					x	x						
6.					x							
7.					x	x	x					
8.				x								
9. Reporting to school Director on the General Situation to School Director Monthly												
KR 2: Teaching												
Grade……, Subject………..												
10.	x	x	x	x	x	x	x	x	x	x	x	x
11.							x					
12.								x				
13.								x	x			
Grade……, Subject…………												
14.	x	x	x	x	x	x	x	x	x	x	x	x
15.							x					
16.								x				
17.								x	x			
18.									x			
KR 3: School Administration and Events Supporting												
19. Great Book Reading Program			x	x	x	x						
20. Caribou contest						x	x					
21.	x	x	x	x								
22.	x	x										
23.	x	x	x	x	x	x	x				x	x
24.		x	x	x	x	x	x				x	x
25.								x	x			
KR 4: School Development and Improvement												
26.	x			x			x			x		
27.		x			x			x			x	
28.			x	x	x	x	x	x	x	x	x	x
29.	x											
30.		x	x	x	x							

Phnom Penh, December 15, 2022

Prepared by

Phnom Penh, January 02, 2023

Seen and endorsed by

3 MONTHLY REPORT FOR MENTORING ACTIVITIES

NAME: _____   DATE: _____

FOR THE MONTH OF: _____   SCHOOL
                                                         NAME: _____

MONTHLY CHECKLIST:

1. Has the scope of the project changed since the last report?   ☐ Yes   ☐ No

2. Do you anticipate any deadlines will be missed?   ☐ Yes   ☐ No

3. Are there any issues you would like to bring to management's attention?   ☐ Yes   ☐ No

4. Does your team have the resources it needs to complete the project?   ☐ Yes   ☐ No

ACTIVITIES COMPLETED

1. Completed the Proposed Work Plan for new Academic Year 2023.
2. Provided Mentoring and Supporting 10 mentees based the Proposed Mentoring Schedule.
3. ....

ACTIVITIES IN PROGRESS

1. Supporting mentees to implement Project-based learning in their class.
2. .....
3. ....

CHALLENGGES/DIFFICULTIES

A. **MENTORING**
   o As mentoring and supporting all 12 mentees, I have noticed that most of the mentors did not know how to implement "IBL" effectively and practically in their classrooms.
   o .....

B. **TEACHING**
   o .....
   o .....

C. **ADMINISTRATIVE TASKS**
   o ....
   o **....**

POSSIBLE SOLUTIONS

A. **MENTORING**
   - To deal with lack knowledge of "IBL" implementation, I have planned and proposed the following solutions:
     - ✓ Conducting internal workshop on "IBL"
     - ✓ Co-Teaching
     - ✓ Peer-observation
   - …..

B. **TEACHING**
   - …..
   - …..

C. **ADMINISTRATIVE TASKS**
   - ….
   - **….**

PLANNING FOR NEXT MONTH

1. …..
2. …..

SUGESSIONS/REQUEST

1. …..
2. …..

Phnom Penh, January 13, 2023

Reported by

4 OBSERVATION GUIDE

4.1 WHAT TO OBSERVE IN A CLASSROOM?

This guide is here to familiarize you with classroom observation and explains what to observe. Please, read it carefully in advance, not during the observation session. For a form to use directly in the classroom, refer to the Observation Templates *or* Assessment Templates *below.*

Classroom climate

The classroom climate refers to the general feeling that students and teachers have when they are in the classroom. Classroom management is not limited to the rules that teachers use to discipline students but all the actions they take to create an effective and peaceful learning environment. **If the students are learning and they are happy, everything is fine. Don't fix what isn't broken.**

The most important thing is to observe the students. This is the only thing that will really tell you whether a lesson is successful.

Are the students polite and friendly with everybody?

Are all the students involved in the activities? That question is important in all sorts of settings. Students can be bored by a lecture, or not. Whole-class discussions can be very engaging if the teacher is charismatic, but too often he does his lesson with 4 or 5 participants while the others stay silent or even misbehave. Group work is supposed to make all the students share their ideas, but in practice, sometimes, only one student per group is really active and provides the answers.

Observe the routines and daily procedures that the teacher uses to start the activities. Does the teacher have rules and signals to start the lesson, to greet the students, to stop chit-chat? Are those rules and signals clear and useful? Are they difficult to follow?

Are the students autonomous in their work or do they need constant monitoring?

Preparation

Teacher Training Centers and school directors put a lot of effort into making the teachers do lesson plans. But remember that a lesson plan is just a tool. The real question is: "Does the teacher know clearly what he wants to do at any time?" If he does, the lesson plan is probably good enough. It doesn't matter if it follows the recommended format or not. If he doesn't, it should be improved.

Is the lesson plan really used? If not, why? Make sure that you don't waste the time of the teacher with useless obligations.

Additionally, check whether the preparation allows the teacher to implement creative activities or if he is stuck to the textbook.

Does the teacher have clear learning objectives? Are all the activities contributing to student learning?

Is the teaching material ready at the beginning of the lesson? Is there a way to avoid wasting time?

Has the teacher anticipated possible problems and questions?

Use of teaching material

Does the teacher use the material at his disposal effectively?

Does he use the whiteboard or blackboard clearly? Do the students know what to write? Are all the lessons written on the board clear and accurate?

Does the teacher use the textbook blindly or is he able to introduce his own learning material when the textbook is insufficient?

On the other hand, does the teacher use all the possibilities offered by the textbook? Does he overlook some useful exercises?

Can the teacher use ICT tools effectively.

Does the teacher use the library? Are the students able to find research and reading material? Are the students used to reading?

Does the teacher know how to use the laboratory? Are the safety rules implemented? Is the laboratory always in working condition?

Content

Is the content of the lesson clear and logical?

Does the teacher make a clear link between the current lesson and the rest of the curriculum? Does he remember key concepts before a new lesson?

Does the teacher provide good examples to explain the concepts he is teaching?

Is the lesson accurate, with correct terminology, valid definitions, and standard notations?

Monitoring

Does the teacher check student comprehension regularly?

Does the teacher pay attention to all the students to provide scaffolding and feedback to those who need it?

Does the teacher react well to what is happening in the classroom?

Attitude

Does the teacher maintain a professional attitude all the time (politeness, outfit)?

Is the body language of the teacher consistent with the message he wants to convey?

Is the voice of the teacher clear and comfortable to listen to?

Teaching strategies (any teaching strategy is acceptable if it fulfils its objectives)

Are the teaching strategies diverse enough? Can the students practice all the expected skills? Can the methods be adapted to the diverse sensibilities of the students.

Are the teaching methods relevant, i.e., consistent with the learning objectives and the level of the students?

Is there a good balance between practice and theory?

Please, add your own items:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5 OBSERVATION TEMPLATES

These Observations Templates give you some clues about what to observe in a classroom. Of course, each lesson is different, and you will not be able to observe everything every day. You might also observe problems that are not listed here. Don't be too formal and use your common sense to complement and adapt the list.

No formal scoring is required. Try to describe what you observe to inform the mentee about areas for improvement.

Please note that these forms are general templates and may need to be adjusted to fit the specific context of the observation.

5.1 OBSERVATION TEMPLATE #1

Please note that this form is a general template and may need to be adjusted to fit the specific context of the observation.

Classroom Observation #01

Name of the Observer:

Name of the Teacher:

Date of the Observation:

Subject Being Taught: Grade Level:

Total Number of the Students: Number of Absent Students:

Time the Lesson Starts: Time the Lesson Ends:

Rubric		Observation
Classroom Management	*For example, you can observe:* • Behavior of the students • Routines • How incidents are dealt with	
Preparation of the lesson	• Lesson plan • Material preparation • Clear learning objectives	

Rubric		Observation
Attitude of the teacher	• Politeness • Punctuality • Monitoring • Scaffolding and feedback • Ability to answer questions • Reactiveness • Body language	
Description of the activities	• Typical teaching strategies • Variety of the activities • Involvement of the students • Autonomy of the students	
Use of teaching material	• Traditional (whiteboard, textbooks) • ICT tools • Library, research material • Laboratories • Use of extra material (beyond the textbook	

	Rubric	Observation
Level of the students	• Quality of their responses • Formative assessments	
Content Validity	• Density of the content • Scientific validity of the content • Respect of writing conventions • Relevance for the age and level of the students	
Miscellaneous	• Please add your own criteria.	

Pick up the 2 or 3 most important points to be improved for the next observation session. Those points must be agreed upon with the mentee. Try to be specific enough, so that the objectives are reachable.

_____
_____
_____

Expected date of the next visit:

Signature of the mentor:

5.2 OBSERVATION TEMPLATE # 2

Please note that this form is a general template and may need to be adjusted to fit the specific context of the observation.

Classroom Observation #01

General Information

Name of the Observer:

Name of the Teacher:

Date of the Observation:

Subject Being Taught: Grade Level:

Total Number of the Students: Number of Absent Students:

Time the Lesson Starts: Time the Lesson Ends:

Classroom Environment

Physical Setup

- ☐ Classroom is clean and well-organized.
- ☐ Seating arrangement is appropriate for the lesson.
- ☐ Materials and resources are easily accessible.
- ☐ Visual aids and displays are relevant and engaging.

Classroom Atmosphere

- ☐ Positive and welcoming environment.
- ☐ Respectful interactions between teacher and students.
- ☐ Students feel comfortable asking questions and participating.
- ☐ Appropriate noise level during group work and discussions.

Additional Comments:

Lesson Planning and Implementation

Lesson Objective

- ☐ Lesson objectives are clear and measurable.
- ☐ Objectives align with curriculum standards.
- ☐ Objectives are communicated to students at the beginning of the lesson.

Instructional Strategies

- ☐ Variety of teaching methods used (e.g., direct instruction, group work, discussions…).
- ☐ Activities are engaging and relevant to students' interests.
- ☐ Differentiated instruction for diverse learners.
- ☐ Opportunities for higher-order thinking and problem-solving.

Pacing and Time Management

- ☐ Lesson progresses at an appropriate pace.
- ☐ Sufficient time allocated for each activity.
- ☐ Teacher effectively manages time and keeps the lesson on track.

Additional Comments:

Assessment and Feedback

- ☐ Formative assessment used to check for understanding during the lesson.
- ☐ Summative assessments aligned with lesson objectives.
- ☐ Feedback provided to students is specific, timely, and constructive.
- ☐ Opportunities for self-assessment and peer feedback.

Additional Comments:

Classroom Management

- ☐ Clear expectations and routines established.
- ☐ Effective strategies used to maintain student attention and engagement.
- ☐ Appropriate interventions for disruptive behavior.
- ☐ Teacher circulates and monitors students progress during individual and group work.

Additional Comments:

Professionalism

- ☐ Teacher demonstrates content knowledge and expertise.
- ☐ Professional appearance and demeanor.
- ☐ Willingness to reflect on and improve instructional practices.

Additional Comments:

Prioritized Area(s) for Improvement

Please, choose only 1 or 2 points with your mentee.

Date:

Signature of the Mentor

Signature of the Mentee

5.3   OBSERVATION TEMPLATE # 3

Please note that this form is a general template and may need to be adjusted to fit the specific context of the observation.

Classroom Observation

General Information

Name of the Observer:

Name of the Teacher:

Date of the Observation:

Subject Being Taught: Grade Level:

Total Number of the Students: Number of Absent Students:

Time the Lesson Starts: Time the Lesson Ends:

Strengths of the Lesson

Areas for Improvement in the Lesson

Additional Comments

Prioritized Area(s) for Improvement

Please, choose only 1 or 2 points with your mentee.

Date

Signature of the Mentor   Signature of the Mentee

5.4   OBSERVATION TEMPLATE # 4
Please note that this form is a general template and may need to be adjusted to fit the specific context of the observation.

Classroom Observation

General Information

Name of the Observer:

Name of the Teacher:

Subject Being Taught:

Date of the Observation: Grade Level:

Total Number of the Students: Number of Absent Students:

Time the Lesson Starts: Time the Lesson Ends:

Lesson Planning

- ☐ The lesson objectives are clear, relevant and measurable.
- ☐ The activities used are aligned with the objectives.
- ☐ The time allocated for each activity is reasonable.
- ☐ The materials used are relevant and practical.
- Additional Comments:

Classroom Administration

- ☐ The teacher checks the attendance of the students.
- ☐ The teacher checks the demeanour of the students.
- ☐ The teacher checks the classroom environment.
- Additional Comments:

Review the Previous Lesson and Homework Checking

- ☐ The teacher checks the homework of the students.
- ☐ The teacher revises the previous lesson.
- ☐ The teacher establishes the connection to the new lesson.
- Additional Comments:

The Process of the New Lesson

- Strengths of the Lesson

- Areas for Improvement in the Lesson

- Additional Comments:

Lesson Assessment and Giving Homework

- ☐ The teacher evaluates what has been taught.
- ☐ The teacher assigns homework to the students.
- Additional Comments:

Prioritized Area(s) for the Teacher to Improve

Please, choose only 1 or 2 points with your mentee.

Location, Date

Signature of the Mentor   Signature of the Mentee

6 ASSESSMENT TEMPLATES

These assessment *templates are provided as examples in case you need to provide scores to evaluate a teacher's performance. Each program has its own requirements. If an official form exists in your program, please use it instead.*

We don't recommend giving scores in the normal mentoring practice, since scores tend to hide the real message of the evaluation, which is qualitative, and replace the intrinsic motivation of self-improvement with something less fecund.

However, it might happen that your institution request scores for various reasons. It can be for the certification of new teachers, or for specific programs.

Another reason to give scores is that some teachers might request them. A lot of comments make them feel overwhelmed and create anxiety. Scores can be useful in that case because they convey a clearer message about your level of satisfaction.

6.1 ASSESSMENT TEMPLATE # 1

Please note that this form is a general template and may need to be adjusted to fit the specific context of the observation.

Assessment of Teaching Skills

Name and position of the evaluator:

Name of the trainer:

Subject: **Class:**   **Date:**

Title of the lesson:

This form is not a checklist and doesn't substitute itself for common sense. Each rubric should be scored as a whole. The examples mentioned in each rubric are not exhaustive and some of them might not be relevant in every lesson, and therefore don't necessarily need to be evaluated. Note all that is worth mentioning. Both good and bad practices should be documented.

* Scale

> **1: Insufficient 2: Needs improvement 3: Satisfactory 4: Good 5: Outstanding**
>
> **A score of 1 on a given item should be the exception and means that there is a major issue with the lesson.**

** Please, provide a detailed description. It is essential to justify the score that you are giving, so that the trainer can improve his practice.

Rubric	Observation		Examples
	Evaluation*	**Comments****	
Classroom management	1 2 3 4 5		• Behavior of the students • Routines • How the incidents are dealt with • Working climate
Attitude of the trainer	1 2 3 4 5		• Politeness • Scaffolding and feedback • Reactiveness Body language

Rubric	Observation		Examples
	Evaluation*	Comments**	
Activities And teaching strategies	1 2 3 4 5		• Clarity of the instruction • Teaching strategies and variety of activities • Appropriate use of teaching material
Student involvement	1 2 3 4 5		• Students' active participation and autonomy • Quality of their responses • Questions asked by the students. • General attitude of the students
Preparation of the lesson	1 2 3 4 5		• Lesson plan • Material preparation • Clear learning objectives
Content validity	1 2 3 4 5		• Sufficient content • Scientific validity • Quality of the references and the bibliography • Respect of writing conventions
Miscellaneous	Not to be scored		Add your own point of attention, based on your experience or previous discussion with the teacher.

Total score:

Please, check whether the total score fits with the general impression left by the lesson.

Please, highlight the most important observations that justify your score.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Pick up the 2 or 3 most important points to be improved for the next observation session. Those points must be agreed upon with the observed teacher. Try to be specific enough, so that the objectives are reachable.

_____
_____
_____

Signature of the evaluator:

6.2   ASSESSMENT TEMPLATE # 2

Please note that this form is a general template and may need to be adjusted to fit the specific context of the observation.

Assessment of Teaching Skills

Name and position of the evaluator:

Name of the teacher:

Subject: **Class:**   **Date:**

Title of the lesson:

Scale

1: Insufficient 2: Needs improvement 3: Satisfactory 4: Good 5: Outstanding

A score of 1 on a given item should be the exception and means that there is a major issue with the lesson. It should be clearly explained, so that the teacher can solve it within the shortest delays. For each rubric, provide a detailed explanation, so that the teacher can improve his practice.

Indicator	Score				
Classroom management					
1	The teacher organizes the activities effectively, without wasting time.	**1**	**2**	**3**	**4**	**5**
2	The teacher treats students fairly.	**1**	**2**	**3**	**4**	**5**
3	The teacher monitors the class effectively.	**1**	**2**	**3**	**4**	**5**
4	The general classroom atmosphere looks friendly and facilitates learning.	**1**	**2**	**3**	**4**	**5**
Explanation of the scoring					
Lesson plan					
5	The lesson plan has very clear aim(s) and/or objective(s).	**1**	**2**	**3**	**4**	**5**
6	The lesson plan has clear procedures from start to end.	**1**	**2**	**3**	**4**	**5**
7	Each learning activity has a clear expected learning output statement.	**1**	**2**	**3**	**4**	**5**
8	The lesson plan focuses on promoting student engagement.	**1**	**2**	**3**	**4**	**5**
9	All the necessary teaching material is mentioned in the lesson plan and ready to use at the beginning of the lesson.					
Explanation of the scoring					

Attitude of the trainer

10	The teacher is polite and engaging.	1	2	3	4	5
11	The teacher is active and provides scaffolding and feedback to the students.	1	2	3	4	5
12	The teacher is aware of what is happening in his class and can react effectively.	1	2	3	4	5
13	The body language and voice are clear enough to convey the course content effectively.	1	2	3	4	5

Explanation of the scoring

Implementation of teaching methods

14	The teacher follows the lesson plan, with a certain degree of flexibility.	1	2	3	4	5
15	The teacher has a clear teaching methodology that is relevant to the objectives of the lesson.	1	2	3	4	5
16	The teacher explains the lesson clearly, with good examples related to the lesson.	1	2	3	4	5
17	The teacher uses various questioning techniques to develop students' critical thinking.	1	2	3	4	5

Explanation of the scoring

Content validity

18	The content of the lesson is sufficient for the level of the students.	1	2	3	4	5
19	The content of the lesson is scientifically valid.	1	2	3	4	5
20	The teacher uses experiments or documents to support the lesson.	1	2	3	4	5
21	The writing norms of the subject are respected*.	1	2	3	4	5

Explanation of the scoring

Student involvement

22	The teacher uses proper assessment methods to check student understanding**.	1	2	3	4	5
23	The number of inactive students is as low as possible***.	1	2	3	4	5
24	The students have achieved the objectives of the lesson.	1	2	3	4	5
25	Students interact with each other in a positive and relevant way.	1	2	3	4	5

Explanation of the scoring

* For instance, the teacher uses proper symbols and decimal points in science and mathematics, good handwriting and spelling.

** Here, we are talking about formative assessment along the way. It doesn't necessarily involve scoring the students and can take various forms, for instance, asking questions to a few students to check if they have understood key concepts of the lesson.

***The evaluator should try to identify the students who are not active, rather than focusing on the students who participate. In a normal class, there will always be a few enthusiastic students to answer the questions of the teacher and give the impression that there is a lot of participation. But it doesn't mean that all the students are effectively involved. This problem is especially acute with whole-class discussion and collaborative learning.

Total pedagogical score:

Please, check whether the total score fits with the general impression left by the lesson.

Please, highlight the most important observations that justify your score.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Pick up the 2 or 3 most important points to be improved for the next observation session. Those points must be agreed upon with the observed teacher. Try to be specific enough, so that the objectives are reachable.

_____
_____
_____

Signature of the evaluator:

7 LESSON PLANS

7.1 EVALUATION CRITERIA FOR A LESSON PLAN

Evaluating a lesson plan is tricky since every lesson is different and lesson plans are very personal. Establishing a procedure too strict would be detrimental because it could make the plan difficult to implement. That's why we have kept the criteria very general and provided only a few explanations. A lesson plan can be short or long, depending on the complexity of the lesson, on the experience of the teacher and on the school climate. The teacher can follow a specific template or design his own, as long as he is comfortable with it and is able to actually use it in the classroom see some examples below.

7.1.1 Practicality

Despite the training they have received, many teachers don't write their lesson plan, or when they do, they don't use it. Even in schools where the director is committed to checking the work of the teachers, it is not uncommon for the latter to do their lesson plan after the lesson itself, to comply with the administrative obligation. It should be reminded that the true reason for a lesson plan is to facilitate the work of a teacher and make the lessons more effective and easier to teach. A pretty but unused plan has exactly zero value.

Therefore, it is essential that all the information can be retrieved easily, even in a state of emergency. After being interrupted by a question or an incident, the teacher should be able to retrieve the next step of the lesson in a few seconds.

A good lesson plan allows some flexibility in the implementation.

A good lesson plan lists down all the references and materials that are necessary for the implementation.

The level of detail that is necessary depends on the habits and the skills of the teacher. There is no need to repeat the details of a well-established procedure. Novice teachers, however, should be encouraged to think about all the aspects of the lesson.

7.1.2 Learning Objectives

The lesson plan elicits the objectives of the lesson in terms that the students can understand prior to the lesson itself. The most important thing is that the objectives can be communicated to the students at the beginning of the lesson to draw their attention and support their motivation.

The format of the objectives can vary. They are better stated in terms of *what the student can do at the end of the lesson*. However, the main focus can vary considerably from one lesson to another. And sometimes, the focus can be primarily informative, for instance, when it comes to procedures that should be followed without discussion.

The KSA format (Knowledge, Skills, Attitude) is rather convenient since it encompasses many dimensions of education. But it is not always the best. Skills might be divided into several categories (cognitive, psychomotor etc.) depending on the subject. Attitude might be difficult to assign to a specific lesson.

The use of Bloom's taxonomy is strongly recommended to ensure that the course encompasses all the cognitive levels. Note that both lower and higher orders of thinking are necessary to ensure solid knowledge. There is no contradiction between memory and creativity. In fact, when properly trained, those faculties reinforce each other.

7.1.3   Content
The learning content is deep enough and suitable for the level of the students.

7.1.4   Activity
The lesson plan encourages student activity. There are many valid teaching strategies, even lecturing. But at some point, in the lesson, the students must work by themselves. At the very least, they must write a reflection paper or do application exercises.

Teachers can choose whatever setting they find most appropriate. The main question is how to maximize the activity of the students and the number of students who are active at any given time. Depending on the objectives, the optimal setting can be small-group discussion, individual work or even lecturing. While small groups are more suitable for lessons that involve discussion, lecturing is generally better to pass on basic information that needs to be accurate, and individual assignments are more effective for simple application exercises. As a rule of thumb, a good teacher will try to alternate the settings, depending on the activities.

7.1.5   Assessment
The lesson plan includes some strategies to check student understanding. That assessment doesn't have to be graded systematically. The purpose of a formative assessment is to inform the students and the teacher about what should be reexplained or practiced more. It can take various forms. It can be a few oral questions at key moments in the lesson (generally every 10 minutes). It can be an exit sheet, on which the students summarize the lesson. It can be a quiz or some short writing test. There is a lot of flexibility, as long as the teacher makes sure that the students are not lost.

7.2   LESSON PLAN EVALUATION GUIDE

Name of the observer:

Name of the trainer:

Subject: **Class:**   **Date:**

Title of the lesson:

This form is intended to facilitate the evaluation of lesson plans and to provide feedback to the mentee.

It is not a checklist and doesn't substitute itself for common sense. The attention points mentioned in each rubric are not exhaustive. Similarly, some of the points might not be relevant in every lesson, and therefore don't necessarily need to be evaluated. Please, note all that is worth mentioning. Both good and bad practices should be considered.

* Please, provide a general estimate of each rubric, not a numerical score:

- **Poor (Serious improvement is necessary)**
- **Satisfying (The performance is acceptable, even though improvement is desirable)**
- **Good (There is no immediate necessity to improve it)**
- **Very good (The teacher's practice can be recommended as a model)**

** Please, provide a detailed description. This column is the most important, since the purpose of the evaluation form is to inform the trainers about areas for improvement.

Rubric		Observation	
		Evaluation*	**Comments****
Practicality	For example, the plan: - Is simple enough, - Contains all the necessary information, - Doesn't contain unnecessary information.	☐ Poor ☐ Satisfying ☐ Good ☐ Very good	

Rubric		Observation	
		Evaluation*	Comments**
Learning objectives	For example, the objectives are: • Simple to understand • On various dimensions (Knowledge, Skills, Attitude) • On various levels (Bloom's taxonomy)	☐ Satisfying ☐ Good ☐ Poor ☐ Very good	
Content	For example, the content is: • Deep enough • Scientifically valid • Suitable for the level of the trainees	☐ Poor ☐ Satisfying ☐ Good ☐ Very good	
Activities	For example: • Variety • No student inactive • Clear instructions • Relevant setting (individual, small-group, whole-class activity)	☐ Poor ☐ Satisfying ☐ Good ☐ Very good	
Formative assessments	For example: • Identification of critical and difficult concepts to be checked • Simplicity and effectiveness • Good frequency (every 5 or 10 minutes) • Number of students evaluated.	☐ Poor ☐ Satisfying ☐ Good ☐ Very good	

7.3 TEMPLATES OF LESSON PLANS

7.3.1 Template 1

Title

- **Grade:**
- **Chapter:**
- **Unit:**
- **Lesson:**
- **Duration:**
- **Pages:**
- I. **Aim:**
- II. **Objectives:**
- III. **Teaching Material:**

Teacher's Activity	Content	Student's Activity
Opening (time estimate)		
Warm-up/review (time estimate)		
New Lesson (time estimate)		
Activity 1		
Activity 2		
Activity 3		
Assessment and Wrap-up (time estimate)		
Closure (time estimate)		

Teacher's comments:

Title

Grade: **Date:**

Objectives:

- Students can

Prerequisites:

- Students already know

Material

    Student material:

    Teacher material:

Activity	Material or reference (page number)	Time	Comment
1st step: Question or Activity *Setting (individual work, group work, whole-class discussion etc.)* **Expected answers:**			
2nd step: Question or Activity *Setting (individual work, group work, whole-class discussion etc.)* **Expected answers:**			
3rd step: Question or activity *Setting (individual work, group work, whole-class discussion etc.)* **Expected answers:**			
4th step: Question or activity *Setting (individual work, group work, whole-class discussion etc.)* **Expected answers:**			

7.3.3   Template 3

Title

Name of the teacher: **Class:**   **Number of students:**
Date: **Time:**   **Textbook:**

Aim:

Objectives:

Lesson type:

Time allowed:

Focus on:

Time	Step	Procedure/Activity	Technique/Material
	1. Lesson opener		
	2. Warm-up **- Review**		
	3. Lesson		
	Pre-task		
	Main task		
	Practice stage		
	Post-task		
	4. Lesson Closer		

Abbreviation: T=Teacher and Ss. = Students

8 MODELS OF SURVEYS ON NEEDS AND CONCERNS

These models of surveys are designed to evaluate the training needs of teachers. They should be adapted according to the skills and knowledge of the mentor, or the opportunities offered by visiting lecturers. It would be unwise to promise a training workshop that the school cannot provide. The surveys are not anonymized because they will serve to identify the participants.

To analyze the results, you can add the numbers and choose the topic with the highest score. This is especially relevant if you are planning to invite all the teachers to participate.

You can also consider the distribution of the responses. If a topic is very divisive, for instance if many teachers reject it, but a few are very enthusiastic, you should consider a workshop with only volunteers. This is especially relevant when the workshop concerns critical skills that novice teachers struggle with, but experienced teachers already master, such as classroom management or lesson planning.

8.1 MODEL 1

Name of the teacher:

Phone number:

Sex:

Age:

Teaching experience in years:

Please indicate how much you would like to participate in a training workshop on the following topics. Each workshop would last around 2 hours.

Topic	Not interested at all	Not really interested	A little interested	Interested	Very interested. I need this workshop.
	0	1	2	3	4
Classroom management					
How to do lesson plans					
Inquiry-Based Learning					
How to conduct scientific experiments					
How to produce educational videos					
The X-Reading platform to learn English					
Other, please precise…………………………………………………….					

8.2   MODEL 2

Dear teachers,

We are planning to organize a workshop on the following topic: "*Collaborative Learning, how to involve all the students in classroom activities*". A certificate will be issued to the participants.

Are you interested in this topic?

☐ Yes   ☐ No   ☐ Maybe

If yes, how long should it take?

☐ 1 hour   ☐ 2 hours   ☐ Several sessions of 1 hour each

What time would you prefer?

☐ After 5 p.m. on a week day   ☐ On Saturday morning

Please, fill in your personal information so that we can contact you to organize the workshop.

Name of the teacher:

Phone number:

Sex:

Age:

Teaching experience in years:

To become a good trainer, remember…

Do no harm.

A technique is only a technique. It is not an objective by itself.

Any technique is a trade-off between various objectives. You must accept noise at some point, if you want your students to share their ideas. If you must explain key concepts, you must reduce the students' choices etc. No single method works in every situation, because the subject-matters and the students are incredibly diverse.

Don't try to improve what is already good. Save your time and efforts for what can significantly change students' learning.

Don't caricature other methods when promoting your favorite one. They can have their utility as well. Rote memorization is a bad habit, when it's the only method. But people do need to memorize facts, dates and charts.

Increase the possibilities, don't reduce them. Add new techniques to what your mentees or trainees can already do. Don't try to replace one technique with another. If the new one is more efficient, it will replace the previous one naturally. If the advantage is not obvious, well, it's better to have two options than one.

Teachers are the masters in their own classrooms. Set up objectives, provide techniques, but practical decisions are up to them.

Decisions are generally a matter of "how much" or "when", rather than "if".

Too much is too much. Challenges and efforts make people grow better, provided that they are successful. What is true for children is true for teachers as well.

Apply your pedagogical principles to the trainees themselves. They too have self-esteem issues. They too need to practice, to think, to express their ideas and so on. Besides, they need examples of good practices, if they are to reproduce them.

Let new teachers express their concerns and opinions. When it comes to teaching, they have circumstantial knowledge that you don't have. They are in the classroom, when you are not.

Listen first, give advice later. Willingly or not, when someone who has an authority expresses an opinion, he prevents the others from speaking. You risk missing crucial information if you speak too much. In a group, the lowest-ranking worker should always speak first.

Don't assume that everything is good when people don't complain. People in distress are often silent, especially when it comes to relationships, it's true for couples, it's also true in professional relationships, when salaries are at stake. People can bear incredible burdens, when they fear losing everything if they complain (divorce, unemployment etc.).

Build up a professional relationship before you have urgent business to do. Nobody can create trust and confidence in a state of emergency. Meet your coworkers and subordinates on a regular basis, to talk about small or important things, even if there is no immediate necessity.