



**STRUCTURED PEDAGOGY PRACTICE (SPP)
FOR TEACHER TRAINING IN PLATEAU STATE BASIC
EDUCATION SCHOOLS
(2025)**

**A FRAMEWORK FOR ENHANCING FOUNDATIONAL LITERACY
AND NUMERACY THROUGH EVIDENCE-BASED TEACHER
TRAINING**

PLATEAU SUBEB



***PLATEAU STATE UNIVERSAL BASIC EDUCATION
BOARD***

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SECTION ONE:

Program Overview – Introduction

This is a Standard Structured Pedagogy Practice (SPP) for training teachers of basic education schools in Plateau State. The design is tailored to address the local context, including challenges such as large class sizes, limited resources, inclusivity, multilingual classrooms, and the need to improve foundational literacy and numeracy.

It incorporates evidence-based practices, aligns with Nigeria's National Policy on Education, and considers Plateau State's ongoing education reforms, such as those under the Plateau State Universal Basic Education Board (SUBEB).

This structured pedagogy practice is designed to be practical, scalable, and responsive to Plateau State's educational needs. It aligns with global best practices while addressing local challenges, ensuring teachers are equipped to improve learning outcomes in basic education schools.

1.1 Goal: Equip teachers with the knowledge, skills, and tools to deliver effective, inclusive, and learner-centered instruction in basic education schools (primary and junior secondary) to improve learning outcomes in literacy, numeracy, and life skills.

1.2 Target Audience:

- i. Pre-service and in-service teachers in public and private basic education schools in Plateau State.
- ii. Focus on teachers handling foundational skills (Grades 1–6 and Junior Secondary School).

1.3 Duration:

- i. Initial Training: A 2-week intensive training workshop (80 hours).
- ii. Ongoing Support: Monthly in-school mentoring and quarterly refresher workshops over one academic year.

1.4 Delivery Mode:

- i. Blended approach: Face-to-face workshops, in-school mentoring, peer learning groups, and optional digital resources (e.g., WhatsApp groups or mobile apps, where feasible).

1.5 Key Components:

- i. Curriculum-aligned lesson planning and delivery.
- ii. Active and inclusive teaching methodologies.
- iii. Classroom management and large-class strategies.
- iv. Formative assessment and feedback.
- v. Continuous professional development (CPD) and mentoring.

1.6 Training Objectives

By the end of the training, teachers will:

- i. Demonstrate proficiency in designing and delivering curriculum-aligned lesson plans.
- ii. Apply active teaching methods (e.g., group work, questioning techniques) to engage diverse learners.
- iii. Manage large and multilingual classrooms effectively.
- iv. Use formative assessment to monitor student progress and adapt instruction.
- v. Foster a safe, inclusive, and gender-responsive classroom environment.
- vi. Integrate local context and low-cost teaching aids into lessons.
- vii. Engage in reflective practice and peer collaboration for continuous improvement.

1.7 Training Framework

The framework is built on the Structured Pedagogy Approach, which emphasizes consistent, evidence-based teaching practices supported by structured materials, training, and mentoring. It aligns with Plateau State's focus on improving foundational skills under initiatives like the Better Education Service Delivery for All (BESDA), and Plateau State Basic Education Sector and Skills Transformation (Plateau State BESST).

1.8 Core Principles

- i. **Evidence-Based:** Draws on global best practices (e.g., UNESCO's teacher training models, Nigeria's Teacher Education Policy) and local research.
- ii. **Contextualized:** Addresses Plateau State's challenges, including multilingualism (English, Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages), resource constraints, and cultural diversity.
- iii. **Learner-Centered:** Promotes active learning, critical thinking, and inclusivity.
- iv. **Scalable and Sustainable:** Uses of low-cost materials and leverages existing structures like SUBEB and Local Government Education Authorities (LGEAs).

SECTION TWO:

2. Training Modules

The training is organized into five modules, each addressing critical competencies for basic education teachers in Plateau State.

2.1 Module 1: Understanding the Curriculum and Lesson Planning

i. Objective: Enable teachers to align lessons with the Nigerian National Curriculum and Plateau State's learning objectives.

ii. Topics:

- a. Overview of the Nigerian Basic Education Curriculum (focus on literacy, numeracy, and life skills).
- b. Breaking down learning objectives into teachable units.
- c. Designing structured lesson plans with clear objectives, activities, and assessments.
- d. Incorporating local languages (e.g, Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages) as a bridge to English instruction.

iii. Activities:

- a. Analyze sample lesson plans.
- b. Practice writing lesson plans for literacy and numeracy.
- c. Peer review of lesson plans.

2.2 Module 2: Active and Inclusive Teaching Strategies

i. Objective: Equip teachers with methods to engage diverse learners in large, multilingual classrooms.

ii. Topics:

- a. Active learning techniques: think-pair-share, group work, and role-play.
- b. Differentiated instruction for mixed-ability classrooms.
- c. Gender-responsive pedagogy and inclusion of learners with disabilities.
- d. Using storytelling, songs, and games to teach foundational skills.

iii. Activities:

- a. Model active learning strategies through role-play.

- b. Design activities for multilingual learners (e.g., code-switching between Hausa, other local languages and English).
- c. Practice inclusive teaching scenarios (e.g., supporting slow learners).

2.3 Module 3: Classroom Management

- i. Objective: Enable teachers to manage large classes and create a positive learning environment.
- ii. Topics:
 - a. Establishing classroom rules and routines.
 - b. Managing large classes (50–100 students) using group-based strategies.
 - c. Positive discipline techniques (avoiding corporal punishment).
 - d. Creating a safe and inclusive classroom environment.
- iii. Activities:
 - a. Simulate classroom management scenarios (e.g., handling disruptions).
 - b. Develop classroom rules with peers.
 - c. Practice time management for 40–50-minute lessons.

2.4 Module 4: Formative Assessment and Feedback

- i. Objective: Train teachers to assess student progress and provide constructive feedback.
- ii. Topics:
 - a. Types of formative assessments: quizzes, observations, and classwork.
 - b. Using assessment data to adapt teaching.
 - c. Providing feedback that motivates and supports learning.
 - d. Monitoring progress in literacy and numeracy.
- iii. Activities:
 - a. Design simple assessment tools (e.g., oral questions, written exercises).
 - b. Practice analyzing student work and giving feedback.
 - c. Create a progress tracking sheet for students.

2.5 Module 5: Continuous Professional Development and Reflective Practice

i. Objective: Foster a culture of lifelong learning and collaboration among teachers.

ii. Topics:

- a. Reflective teaching: self-assessment and journaling.
- b. Peer observation and feedback.
- c. Engaging with professional learning communities (PLCs).
- d. Accessing low-cost resources (e.g., local materials, radio-based training).

iii. Activities:

- a. Write a reflective journal entry on a teaching experience.
- b. Conduct mock peer observations.
- c. Form school-based PLCs for ongoing support.

2.6 Training Delivery

2.6.1. Initial Workshop (2 Weeks):

- i. Day 1–2: (Module 1) Introduction, curriculum overview, and lesson planning.
- ii. Day 3–5: (Module 2) Active teaching and inclusive strategies.
- iii. Day 6–8: (Module 3) Classroom management.
- iv. Day 9–11: (Module 4) Formative assessment.
- v. Day 12–14: (Module 5) Continuous Professional Development, reflective practice, and action planning.
- vi. Format: Interactive sessions, group work, role-plays, and microteaching.

2.6.2. In-School Mentoring:

- i. Monthly visits by trained coaches e.g., SUBEB trainers or LGEA supervisors (SSOs).
- ii. Coaches observe lessons; provide feedback, and model best practices.

2.6.3. Quarterly Refresher Workshops:

- i. 2-day workshops to address challenges, share successes, and introduce advanced topics (e.g., integrating technology, advanced assessment).

2.6.4. Peer Learning Groups:

- i. Teachers form school-based PLCs to share resources, discuss challenges, and conduct peer observations.

SECTION THREE:

3. Resources and Materials

- i. Teacher Guides: Simplified manuals with lesson plan templates, active learning strategies, and assessment tools.
- ii. Student Materials: Low-cost, locally sourced materials (e.g., bottle caps for counting, locally written stories).
- iii. Digital Tools (where feasible): WhatsApp groups for sharing resources, radio-based training (aligned with Plateau State's radio education programs).
- iv. Training Kits: Flip charts, markers, sample lesson plans, and assessment templates.

SECTION FOUR:

4. Implementation Plan

4.1. Stakeholders

- i. Plateau State SUBEB: Oversees program design, funding, and monitoring.
- ii. LGEAs: Coordinate local training and mentoring.
- iii. Teacher Training Institutions: Support pre-service training alignment.
- iv. NGOs and Development Partners: Provide technical support and funding (e.g., World Bank via HOPE Education).
- v. School Heads: Support in-school implementation and PLCs.

4.2. Phases

4.2.1. Phase 1: Planning (1 Month):

- i. Conduct needs assessment (teacher skills, infrastructure, and resources).
- ii. Develop training materials and train master trainers.
- iii. Identify pilot schools across Plateau State's 17 LGAs.

4.2.2. Phase 2: Initial Training (2 Months):

- i. Roll out a 2-week workshops in batches (e.g., 100 teachers per LGA).
- ii. Establish mentoring schedules and PLCs.

4.2.3. Phase 3: Ongoing Support (9 Months):

- i. Implement monthly mentoring and quarterly refreshers.
- ii. Monitor progress via classroom observations and student assessments.

4.2.4. Phase 4: Evaluation and Scale-Up (End of Year 1):

- i. Evaluate impact on teacher practices and student outcomes.
- ii. Scale up to all basic education schools in Plateau State.

4.3. Monitoring and Evaluation

Training effectiveness will be measured using M & E Indicators and tested tools such as the following:

4.3.1. Indicators:

- i. % of teachers completing training and demonstrating competency (e.g., lesson plan quality, classroom engagement).
- ii. % of students showing improvement in literacy and numeracy (baseline vs. end-line assessments such as EGRA/EGMA or any other approved methodology or tools).
- iii. Teacher attendance and participation in PLCs.

4.3.2. Tools:

- i. Classroom observation checklists.
- ii. Student assessment data (e.g., EGRA/EGMA for literacy and numeracy).
- iii. Teacher surveys and focus group discussions.
- iv. Reporting: Quarterly reports to SUBEB and stakeholders, with recommendations for improvement.

SECTION FIVE:

5. Contextual Considerations

- i. Multilingual Classrooms: Training emphasizes using Hausa and other local languages as a medium of instruction in early grades (per Nigeria’s language policy) while transitioning to English.
- ii. Large Class Sizes: Strategies for managing 50–100 students, such as group work and peer tutoring.
- iii. Resource Constraints: Focus on low-cost, locally available teaching aids (e.g., sticks, stones, recycled materials).
- iv. Gender and Inclusion: Training addresses gender biases and strategies for including girls, children with disabilities, and out-of-school children (aligned with HOPE-Education goals).
- v. Security: Training venues and schedules consider security challenges in parts of Plateau State.

SECTION SIX:

6.1 Expected Outcomes

- i. Teachers: Improved confidence, lesson delivery, and classroom management skills.
- ii. Students: Enhanced foundational skills in literacy and numeracy, increased engagement, and better learning outcomes.
- iii. Schools: Stronger professional communities and improved teaching quality.
- iv. System: Scalable model for teacher training that can be adopted across Plateau State and beyond.

SECTION SEVEN:

7.1 Budget Considerations

- i. Training Costs: Venue rental, trainer stipends, and materials estimated per teacher for the initial 14-days workshop.
- ii. Mentoring visits: Travel and stipends for mentors estimated per visit per school.
- iii. Materials: Low-cost production of teacher guides and student resources estimated per teacher.
- iv. Funding Sources: Plateau State Government and UBEC.

SECTION EIGHT:

8.1 Sustainability

- i. Integrate training into pre-service programs at Plateau State's teacher training colleges.
- ii. Build capacity of SUBEB and LGEA staff to sustain mentoring and monitoring.
- iii. Leverage existing platforms (e.g., radio programs, WhatsApp) for cost-effective CPD.
- iv. Encourage school-based PLCs to foster self-sustaining teacher networks.

SECTION NINE:

9.1 Glossary of Terms:

Active Learning: Teaching strategies that engage students actively in the learning process through activities such as group work, think-pair-share, role-play, and hands-on tasks, fostering critical thinking and participation.

Better Education Service Delivery for All (BESDA): A World Bank-supported initiative in Nigeria aimed at improving access to quality education, particularly for out-of-school children, and enhancing foundational skills in literacy and numeracy.

Continuous Professional Development (CPD): Ongoing training and learning opportunities for teachers to enhance their skills, knowledge, and teaching practices throughout their careers.

Curriculum-Aligned Lesson Planning: The process of designing lesson plans that adhere to the objectives and content of the Nigerian National Curriculum, ensuring instruction meets educational standards.

Differentiated Instruction: Teaching strategies tailored to accommodate diverse learning needs and abilities within a classroom, ensuring all students, including those with disabilities or varying skill levels, can access the curriculum.

Early Grade Reading Assessment (EGRA): A diagnostic tool used to measure students' foundational reading skills, including letter recognition, phonemic awareness, and reading comprehension, often used to assess literacy progress.

Early Grade Mathematics Assessment (EGMA): A diagnostic tool designed to evaluate students' foundational mathematical skills, such as number recognition, basic operations, and problem-solving.

Evidence-Based Practices: Teaching methods and strategies supported by research and data, proven to be effective in improving student learning outcomes.

Formative Assessment: Ongoing: Assessments, such as quizzes, observations, or classwork, used to monitor student progress and provide feedback to adjust teaching strategies.

Gender-Responsive Pedagogy: Teaching approaches that address gender biases and promote equitable opportunities for all students, particularly ensuring girls' inclusion and participation in education.

In-School Mentoring: A support system where trained coaches or supervisors visit schools to observe lessons, provide feedback, and model effective teaching practices for teachers.

Learner-Centered An approach to education that prioritizes students' needs, interests, and active participation, encouraging critical thinking and engagement in the learning process.

Local Government Education Authorities (LGEAs): Local administrative bodies in Plateau State are responsible for coordinating and overseeing education activities, including teacher training and school supervision, at the local government level.

Multilingual Classrooms: Classrooms where instruction is delivered in multiple languages, such as Mwaghavul, Birom and English, to accommodate students' linguistic diversity and support learning in early grades.

Nigerian National Curriculum: The standardized educational framework set by the Federal Ministry of Education, Nigeria, outlining learning objectives and content for basic education, including literacy, numeracy, and life skills.

Peer Learning Groups: Collaborative groups of teachers within a school or region who share resources, discuss challenges, and conduct peer observations to support professional growth.

Professional Learning Communities (PLCs): Groups of educators who meet regularly to collaborate, share best practices, and engage in

reflective practice to improve teaching and learning outcomes.

Structured Pedagogy Approach A teaching framework that emphasizes consistent, evidence-based practices supported by structured materials, training, and mentoring to improve teaching quality and student outcomes.

Plateau State Universal Basic Education Board (SUBEB): The state-level body responsible for overseeing basic education in Plateau State, including teacher training, curriculum implementation, and school monitoring.

FACILITATORS TRAINING GUIDES

Structured Pedagogy Teacher Training – Day 1 Facilitator Guide

Theme: Foundations of Structured Pedagogy

Duration: 6 Hours (excluding breaks)

Facilitator Profile: Experienced teacher educator or SUBEB Master Trainer

Training Mode: Interactive workshop

Learning Objectives

- Explain the concept of structured pedagogy and its importance in improving learning outcomes.
- Align teaching practices with the Nigerian Curriculum and Plateau State SUBEB priorities.
- Apply the basic lesson plan structure (Introduction–Development–Conclusion).
- Demonstrate a short, well-structured micro-teaching session.

Session Breakdown

Time	Session Title	Content Outline	Methodology	Materials
09:00–09:30	Opening & Introduction	Welcome, objectives of training, participant expectations, pre-test	Welcome remarks, icebreaker game, pre-test	Flipchart, markers, pre-test sheets

09:30 10:15	–	Understanding Structured Pedagogy	Definition, key components (curriculum, lesson plans, teaching materials, training, assessment), why it works	Short presentation, group discussion	PPT slides, flipchart
10:15 11:00	–	Link to Plateau State SUBEB Priorities	Curriculum standards for basic education, literacy & numeracy goals, child-centered learning policy	Facilitator presentation, Q&A	PPT, Plateau State SUBEB curriculum document
11:00 11:15	–	Tea Break			
11:15 12:00	–	Child Development Basics (Ages 6–12)	Stages of cognitive, social, and emotional development; implications for teaching	Presentation, case study, discussion	Handout on child development stages
12:00 13:00	–	Lesson Planning Essentials	Structure: Introduction, Development, Conclusion; learning	Presentation, pair work (create sample objectives)	Lesson plan template

		objectives; pacing		
13:00 – 14:00	Lunch Break			
14:00 – 15:15	Micro-Teaching Practice 1	Teachers plan and deliver 10-min lessons; peer feedback	Small group work, presentations	Lesson plan template, teaching aids
15:15 – 15:45	Reflection & Wrap-Up	Key takeaways, action points for Day 2	Reflection journal, plenary discussion	Journals/notebooks
15:45 – 16:00	Daily Evaluation	Short feedback on content, delivery, participation	Feedback form	Printed forms

Facilitator Notes

- Keep sessions interactive – avoid long lectures.
- Encourage teachers to share classroom realities for contextual adaptation.
- Use local examples and teaching aids familiar to participants.
- During micro-teaching, focus feedback on lesson structure and clarity, not perfection.

Participant Handouts for Day 1

- Pre-Test Form (10 multiple choice & short answer questions on pedagogy basics)
- Structured Pedagogy Overview (2-page summary)
- Child Development Stages chart
- Sample Lesson Plan Template
- Daily Reflection Sheet

Day 2 – Facilitator Guide Literacy Instruction

Learning Objectives

- Teach phonics, vocabulary, and comprehension strategies effectively.
- Develop reading fluency in pupils.
- Design and deliver literacy lessons aligned to curriculum goals.
- Apply guided reading and writing approaches.

Session Breakdown

Time		Session Title	Content Outline	Methodology	Materials
09:00 09:15	–	Recap of Day 1 & Introduction to Day 2	Review key points from Day 1, introduce literacy theme	Plenary discussion	Flipchart, markers
09:15 10:30	–	Phonics Instruction	Phonemic awareness, blending, segmenting	Demonstration, group practice	Phonics charts, flashcards
10:30 10:45	–	Tea Break			
10:45 12:00	–	Building Vocabulary	Explicit teaching, word games, context clues	Interactive activities, role-play	Vocabulary cards
12:00 13:00	–	Reading Fluency	Model reading, repeated reading, paired reading	Demonstration, paired reading practice	Storybooks, passages

13:00 14:00	–	Lunch Break			
14:00 15:00	–	Comprehension Strategies	Predicting, questioning, summarizing, inferring	Model lesson, group practice	Comprehension worksheets
15:00 15:45	–	Micro-Teaching 2: Literacy	Teachers deliver short literacy lessons	Small group teaching	Lesson plan templates, materials
15:45 16:00	–	Reflection & Daily Evaluation	Review learning, complete feedback forms	Reflection journal, plenary	Feedback forms

Day 3 – Facilitator Guide Numeracy Instruction

Learning Objectives

- Teach mathematics concepts using learner-centered methods.
- Use manipulatives and visuals to aid understanding.
- Design and deliver engaging numeracy lessons.
- Apply problem-solving strategies in mathematics.

Session Breakdown

Time		Session Title	Content Outline	Methodology	Materials
09:00 09:15	–	Recap of Day 2 & Introduction to Day 3	Review literacy concepts, introduce numeracy theme	Plenary discussion	Flipchart
09:15 10:15	–	Conceptual Math Teaching	Understanding before memorization,	Demonstration, small group tasks	Math manipulatives

		concrete– pictorial–abstract model		
10:15 – 10:30	Tea Break			
10:30 – 11:30	Using Manipulatives & Visuals	Number lines, counters, shapes, fraction kits	Hands-on activities	Teaching aids
11:30 – 12:30	Problem- Solving Techniques	Polya’s problem- solving steps, word problems	Group work, practice	Worksheets
12:30 – 13:30	Lunch Break			
13:30 – 14:30	Math Games & Activities	Games for multiplication, division, fractions	Demonstration, peer play	Game materials
14:30 – 15:30	Micro-Teaching 3: Numeracy	Teachers deliver short math lessons	Small group teaching	Lesson plan templates
15:30 – 16:00	Reflection & Daily Evaluation	Review Learning, complete feedback forms	Reflection journal, plenary	Feedback forms

Day 4 Facilitator Guide – Classroom Management & Inclusion

Learning Objectives

- Apply positive discipline strategies to manage classrooms.
- Effectively manage large and multi-grade classes.
- Use gender-responsive and disability-inclusive teaching strategies.
- Apply child protection and safeguarding protocols.

Session Breakdown

Time		Session Title	Content Outline	Methodology	Materials
09:00 09:15	–	Recap of Day 3 & Introduction to Day 4	Review numeracy concepts, introduce management & inclusion theme	Plenary discussion	Flipchart
09:15 10:15	–	Positive Discipline	Encouragement, clear rules, restorative practices	Role-play, discussion	Posters
10:15 10:30	–	Tea Break			
10:30 11:30	–	Large-Class & Multi-Grade Strategies	Peer learning, group work, rotation	Demonstration, group planning	Lesson plan examples
11:30 12:30	–	Gender-Responsive Pedagogy	Promoting participation, avoiding bias	Discussion, scenario work	Case studies
12:30 13:30	–	Lunch Break			
13:30 14:30	–	Disability-Inclusive Strategies	Differentiation, adapted materials	Hands-on activity, resource design	Sample adapted resources
14:30 15:15	–	Child Protection Protocols	Signs of abuse, reporting procedures	Presentation, Q&A	Plateau State SUBEB safeguarding guide
15:15 16:00	–	Reflection & Daily Evaluation	Review Learning, complete feedback forms	Reflection journal, plenary	Feedback forms

Day 5 –Facilitator Guide Assessment & Professional Growth

Learning Objectives

- Use formative assessment to improve learning.
- Design remedial instruction plans based on assessment data.
- Participate actively in Professional Learning Communities (PLCs).
- Plan for continuous professional growth.

Session Breakdown

Time		Session Title	Content Outline	Methodology	Materials
09:00 09:15	–	Recap of Day 4 & Introduction to Day 5	Review classroom management concepts, introduce assessment theme	Plenary discussion	Flipchart
09:15 10:15	–	Continuous Assessment Tools	Checklists, rubrics, observation records	Demonstration, group activity	Assessment templates
10:15 10:30	–	Tea Break			
10:30 11:30	–	Remedial Teaching Strategies	Identifying gaps, targeted support	Group planning	Remedial lesson plans
11:30 12:30	–	Building PLCs	Structure, meeting frequency, focus areas	Group discussion, role-play	PLC templates
12:30 13:30	–	Lunch Break			

13:30 14:30	–	Peer Observation & Feedback	Observation checklist, constructive feedback	Pair activity	Observation forms
14:30 15:15	–	Personal Action Planning	Self-reflection, goal setting	Individual work	Action plan template
15:15 16:00	–	Training Closure & Evaluation	Certificates, group photo, final evaluation	Ceremony, feedback forms	Certificates, camera

Appendix 1: Module Breakdown

This is a detailed breakdown of each module in the Structured Pedagogy Practice for Teacher Training in Plateau State Basic Education Schools.

Each module is designed to equip teachers with specific competencies to improve teaching and learning outcomes in primary and junior secondary schools, addressing Plateau State’s context (e.g., large class sizes, multilingual classrooms, and resource constraints).

The modules are structured to be delivered during a 2-week initial training workshop, with follow-up mentoring and refresher sessions.

Module 1: Understanding the Curriculum and Lesson Planning

Duration: 2 days (12 hours)

Objective: Enable teachers to align lessons with the Nigerian National Curriculum and Plateau State’s learning objectives for foundational literacy, numeracy, and life skills.

Rationale: Many teachers in Plateau State struggle with translating curriculum objectives into effective lesson plans, especially in under-resourced settings. This module builds foundational skills for structured teaching.

Topics:

1. Overview of the Nigerian Basic Education Curriculum:

- Key components: literacy, numeracy, and life skills (Grades 1–6, Junior Secondary).
- Plateau State’s learning benchmarks and priorities (e.g., foundational skills through Jolly Phonics and Early Grade Reading methodology).

2. Breaking down Learning Objectives:

- Understanding specific, measurable objectives for lessons.
- Mapping objectives to student needs and grade levels.

3. Designing Structured Lesson Plans:

- Components: objectives, warm-up, main activity, assessment, and wrap-up.
- Time management for 35–40-minute lessons.
- Adapting plans for large classes (50–100 students).

4. Incorporating Local Languages:

- Using as a medium of instruction in early grades (per Nigeria’s language policy).
- Strategies for transitioning to English in upper primary and junior secondary.

Activities:

- **Group Work:** Analyze sample lesson plans from the Nigerian curriculum (e.g., a Grade 3 literacy lesson).
- **Hands-On Practice:** Write a 40-minute lesson plan for literacy or numeracy, incorporating local examples (e.g., counting local market items).
- **Peer Review:** Exchange lesson plans with peers for feedback, focusing on clarity and alignment with objectives.
- **Case Study:** Discuss challenges in implementing curriculum in rural vs. urban Plateau State schools.

Resources:

- Nigerian Basic Education Curriculum (simplified extracts).
- Sample lesson plan templates.
- Local examples (e.g., (e.g, Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages vocabulary lists, local stories).

- Flip charts, markers, and notebooks.

Assessment:

- Teachers submit a sample lesson plan for review.
- Trainers assess plans based on clarity, alignment, and feasibility.

Module 2: Active and Inclusive Teaching Strategies**Duration: 3 days (18 hours)**

Objective: Equip teachers with methods to engage diverse learners in large, multilingual classrooms while promoting inclusivity and active participation.

Rationale: Plateau State classrooms often include diverse learners (mixed abilities, languages, and genders). Active teaching methods can improve engagement and learning outcomes.

Topics:**1. Active Learning Techniques:**

- Think-pair-share, group discussions, and role-play.
- Questioning techniques to stimulate critical thinking.
- Using songs, games, and storytelling for engagement.

2. Differentiated Instruction:

- Adapting activities for mixed-ability learners (e.g., fast vs. slow learners).
- Grouping strategies for large classes (e.g., peer tutoring).

3. Gender-Responsive Pedagogy:

- Addressing gender biases in classroom interactions.
- Encouraging participation of girls in numeracy and leadership roles.

4. Inclusion of Learners with Disabilities:

- Identifying and supporting students with visual, auditory, or physical challenges.
- Using low-cost accommodation (e.g., seating arrangements, oral instructions).

5. Multilingual Strategies:

- Code-switching between Hausa and other local languages and English.

- Using local stories and cultural references to teach literacy.

Activities:

- **Role-Play:** Model active learning strategies (e.g., a teacher leads a think-pair-share activity in addition).
- **Group Design:** Create a 10-minute activity for a multilingual classroom (e.g, Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages and English storytelling session).
- **Scenario Practice:** Address inclusive teaching challenges (e.g., engaging a shy student or supporting a visually impaired learner).
- **Microteaching:** Teachers deliver a 10-minute lesson segment using active methods, with peer feedback.

Resources:

- Activity guides with examples of think-pair-share, games, and songs.
- Case studies on inclusive teaching in Plateau State schools.
- Low-cost teaching aids (e.g., bottle caps for counting, flashcards).
- Gender and inclusion checklist for lesson planning.

Assessment:

- Teachers demonstrate an active learning strategy in a microteaching session.
- Peer and trainer feedback on inclusivity and engagement.

Module 3: Classroom Management

Duration: 3 days (18 hours)

Objective: Enable teachers to manage large classes effectively and create a positive, inclusive learning environment.

Rationale: Large class sizes (50–100 students) and discipline issues are common in Plateau State schools. Effective management ensures productive learning.

Topics:

1. Establishing Classroom Rules and Routines:

- Co-creating rules with students for ownership.
- Setting up routines for transitions, group work, and homework.

2. Managing Large Classes:

- Organizing students into groups for collaborative learning.
- Using peer leaders to support classroom tasks.

3. Positive Discipline Techniques:

- Alternatives to corporal punishment (e.g., praise, warnings, restorative practices).
- Addressing common disruptions (e.g., talking, lateness).

4. Creating a Safe and Inclusive Environment:

- Building trust and respect among students.
- Addressing bullying and ensuring gender equity.

5. Time Management:

- Structuring lessons to maximize learning within limited time.
- Balancing teacher-led and student-led activities.

Activities:

- Simulation: Practice managing a mock classroom with 50 students (role-played by peers).
- Group Task: Develop a set of classroom rules and routines for a Grade 4 class.
- Case Study Discussion: Address scenarios (e.g., handling a disruptive student without punishment).
- Practice: Design a seating plan for a large, mixed-ability class.

Resources:

- Classroom management handbook with sample rules and routines.
- Scenarios based on Plateau State classroom challenges.
- Visual aids for classroom organization (e.g., group charts).

Assessment:

- Teachers present a classroom management plan (rules, routines, and discipline strategies).
- Role-play a classroom management scenario with trainer feedback.

Module 4: Formative Assessment and Feedback**Duration: 3 days (18 hours)**

Objective: Train teachers to assess student progress continuously and provide constructive feedback to improve learning.

Rationale: Regular assessment helps teachers identify gaps in literacy and numeracy, critical for Plateau State's focus on foundational skills.

Topics:**1. Types of Formative Assessments:**

- Oral questions, quizzes, classwork, and observations.
- Low-cost assessment tools for large classes.

2. Using Assessment Data:

- Identifying student strengths and weaknesses.
- Adjusting lessons based on assessment results.

3. Providing Constructive Feedback:

- Specific, positive, and actionable feedback.
- Motivating students to improve.

4. Monitoring Progress in Foundational Skills:

- Assessing literacy (e.g., reading fluency, comprehension).
- Assessing numeracy (e.g., basic operations, problem-solving).

5. Record-Keeping:

- Simple tools for tracking student progress (e.g., checklists, notebooks).

Activities:

- **Design Task:** Create a 5-question oral quiz for a Grade 2 numeracy lesson.

- **Analysis Exercise:** Review sample student work (e.g., a math worksheet) and provide feedback.

- **Practice:** Develop a progress tracking sheet for 50 students.

- **Group Discussion:** Share strategies for assessing large classes efficiently.

Resources:

- Sample assessment tools (quizzes, checklists, observation guides).

- Examples of student work from Plateau State schools.

- Progress tracking templates.

Assessment:

- Teachers submit a sample assessment tool and feedback plan.

- Demonstrate assessment administration in a simulated classroom.

Module 5: Continuous Professional Development and Reflective Practice

Duration: 3 days (18 hours)

Objective: Foster a culture of lifelong learning and collaboration among teachers through reflective practice and professional communities.

Rationale: Ongoing development is essential for sustaining teaching quality, especially in Plateau State's resource-constrained environment.

Topics:

1. Reflective Teaching:

- Self-assessment of teaching practices.

- Using reflective journals to identify strengths and areas for improvement.

2. Peer Observation and Feedback:

- Conducting constructive peer observations.

- Giving and receiving feedback professionally.

3. Professional Learning Communities (PLCs):

- Forming school-based PLCs for resource sharing and support.

- Planning regular PLC meetings.

4. Accessing Low-Cost CPD Resources:

- Using radio programs (e.g., Plateau State's education broadcasts).
- Leveraging WhatsApp groups or mobile apps for tips and updates.
- Creating teaching aids from local materials.

5. Action Planning for Growth:

- Setting personal and professional goals.
- Integrating training skills into daily teaching.

Activities:

- **Journaling:** Write a reflective entry on a recent teaching experience.
- **Peer Observation Simulation:** Conduct a mock observation and provide feedback to a peer.
- **PLC Planning:** Design a schedule and agenda for a school-based PLC.
- **Resource Creation:** Develop a teaching aid (e.g., a counting board from bottle caps).
- **Action Plan:** Draft a 3-month plan for applying training skills in the classroom.

Resources:

- Reflective journal templates.
- Peer observation checklists.
- Guides for setting up PLCs.
- Examples of low-cost teaching aids.

Assessment:

- Teachers submit a reflective journal entry and action plan.
- Present PLC structure and goals in a group discussion.

Delivery Structure for Modules

- Daily Schedule (Initial 2-Week Workshop):

- Morning (3 hours): Theory and demonstrations (e.g., trainer-led discussions, modeling strategies).
- Afternoon (3 hours): Practical activities (e.g., role-plays, microteaching, group tasks).

- Total: 6 hours/day, 12 days (72 hours of core training + 8 hours for introductions, pre and post evaluations).

- Facilitation:

- Led by 92 Master Trainers drawn from SUBEB staff, teacher training college lecturers, Ministry of Education (MOE) and Plateau State SUBEB Quality Assurance (QA). These 92 Master Trainers will be trained by 4 Super Master Trainers and Pedagogy experts.
- Supported by group leaders for group activities and simulations.
- Group Size: 40–50 teachers per class during the training workshop for interactive engagement.

- Follow-Up:

- Monthly in-school mentoring: 1–2 hours per visit, focusing on observed lessons and feedback.
- Quarterly refreshers: 2 days (12 hours) to address challenges and introduce advanced topics. This will be done in each LGA by the designated Master Trainers.

Integration with Plateau State Context

- Multilingual Focus: Modules emphasize (e.g, Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages)-English transitions, aligning with Nigeria’s language policy and Plateau State’s linguistic diversity.

- Resource Constraints: Activities use low-cost, locally available materials (e.g., sticks, stones, used calendars and other recycled items).

- Large Classes: Modules 2 and 3 include strategies for managing 50–100 learners in a class, such as group work, peer tutoring and level-specific tasks.

- Inclusivity: Modules 2 and 3 address gender equity and disability inclusion, critical for Plateau State’s diverse classrooms.

- Alignment with Policy: All the Modules align with Plateau State SUBEB’s goals, HOPE-Education and Nigeria’s Teacher Education Policy.

Expected Outcomes per Module

- **Module 1:** Teachers produce curriculum-aligned lesson plans tailored to local needs.
- **Module 2:** Teachers implement active, inclusive strategies, increasing student engagement by at least 20% (based on observation data).

- **Module 3:** Teachers manage classrooms effectively, reducing disruptions and creating inclusive environments.
- **Module 4:** Teachers use formative assessments to track progress, with at least 80% of trainees designing effective tools.
- **Module 5:** Teachers join Professional Learning Communities (PLCs) and commit to reflective practice, with 70% participating in monthly peer activities.

This breakdown provides a comprehensive, actionable structure for each module; ensuring teachers in Plateau State are equipped with practical skills for successful implementation of Structured Pedagogy.

Appendix 2: Sample Lesson Plans for Literacy and Numeracy

These are sample lesson plans and evaluation tools designed for the Structured Pedagogy Practice (SPP) for Teacher Training in Plateau State Basic Education Schools. They align with the Nigerian National Curriculum, Plateau State’s focus on foundational literacy and numeracy, and the training modules outlined earlier.

The lesson plans are contextualized for Plateau State’s multilingual classrooms (e.g, Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages) and English), large class sizes (50–100 students), and resource constraints.

The evaluation tools assess teacher performance and student progress, tailored to the training objectives.

Lesson Plan 1: Literacy (Basic 4 – Reading Comprehension)

Subject: English Studies

Topic: Reading and Understanding a Short Story

Grade: Primary 4

Duration: 40 minutes

Class Size: 50 students

Learning Objective: By the end of the lesson, students will be able to read a short story in Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages and English and answer simple comprehension questions.

Resources: Chalkboard, chalk, printed story (e.g, Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages) and English versions), flashcards with key words, bottle caps for group activities.

Lesson Structure:

1. Warm-Up (5 minutes):

- Activity: Sing a short song in (Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, other local languages and English) song about storytelling.
- Purpose: Engage students and introduce the theme of stories.
- Teacher Action: Lead the song, encourage clapping, and ask, "What stories do you know from home?"

2. Introduction (5 minutes):

- Activity: Introduce a short story (e.g., "The Clever Tortoise" – in Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages).
- Teacher Action: Write 3 key words (e.g., tortoise, clever, forest) on the chalkboard in Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages and English. Show flashcards and explain meanings using gestures and examples.
- Student Activity: Repeat words after the teacher in both languages.

3. Main Activity (20 minutes):

Step 1: Reading (10 minutes):

- Teacher Action (I do): Read the story aloud in Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages first, then in English, using expressive voice and gestures. For large classes, divide students into 6 groups of 10, with each group following along on a shared story sheet.
- Student Activity (We do): Listen and follow the story, pointing to words on the sheet.
- Step 2: Comprehension (10 minutes):
- Teacher Action: Ask 3 simple questions (e.g., "Who was the main character?" "What did the tortoise do?") in Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages and English. Use think-pair-share: students discuss answers in pairs before sharing with the group.
- Student Activity (You do): Discuss in pairs, then raise hands to answer. Teacher calls on 2–3 students per question.

4. Wrap-Up (5 minutes):

- Activity: Play a quick word-matching game using bottle caps (each cap has a word from the story). Students match Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages and English words (e.g., "Kur" to "tortoise").
- Teacher Action: Praise correct matches and summarize the story's lesson (e.g., "Being clever helps solve problems").

- Student Activity: Participate in the game and share one thing they learned.

5. Assessment (5 minutes):

- Teacher Action: Observe group discussions and note participation. Collect 1 –2 answers per group to check comprehension.
- Homework: Ask students to tell the story to a family member in Hausa and report back.

6. Classroom Management:

- Divide class into 6 groups for reading and activities to manage large size.
- Use a peer leader in each group to distribute materials and guide discussions.
- Maintain positive discipline by praising active participation.

7. Inclusivity:

- Use Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages for early readers, English for advanced learners.
- Ensure girls and shy students are called on during questions.
- Place students with visual difficulties near the chalkboard.

Lesson Plan 2: Numeracy (Addition)

Subject: Mathematics

Topic: Adding Single-Digit Numbers

Grade: Primary 4

Duration: 40 minutes

Class Size: 50 students

Learning Objective: By the end of the lesson, students will be able to add two single-digit numbers (sums up to 10) using objects and number lines.

Resources: Chalkboard, chalk, sticks or stones (50 per group), number line drawn on the floor, flashcards with numbers.

Lesson Structure:

1. Warm-Up (5 minutes):

- Activity: Play a counting game (e.g., count from 1 to 10 in Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, other local languages and English: (eg "mindong, vul, kun).
- Teacher Action: Lead counting, then ask students to clap each number.
- Purpose: Activate prior knowledge of numbers.

2. Introduction (5 minutes):

- Activity: Introduce addition using a local example (e.g., "Pam has 3 mangoes, and Lokji gives him 2 more. How many mangoes does he have?").
- Teacher Action: Write " $3 + 2 = ?$ " on the chalkboard and show 3 sticks + 2 sticks.
- Student Activity: Repeat the problem in Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, other local languages and English.

3. Main Activity (20 minutes):

- Step 1: Modeling Addition (10 minutes):
- Teacher Action (I do): Demonstrate addition on a number line drawn on the floor (e.g., start at 3, move 2 steps to reach 5). Show with sticks: $3 + 2 = 5$.
- Student Activity (We do): Watch and repeat the number line steps in groups.
- Step 2: Group Practice (10 minutes):
- Teacher Action: Divide class into 5 groups of 10. Give each group 10 sticks/stones and 3 addition problems (e.g., $4 + 3$, $2 + 5$, $6 + 1$).
- Student Activity (You do): Solve problems using sticks and a small number line drawn on paper.

4. Wrap-Up (5 minutes):

- Activity: Play a quick flashcard game: show a problem (e.g., $5 + 4$), and students shout the answer.
- Teacher Action: Summarize: "Addition helps us combine numbers to find the total."
- Student Activity: Participate and share one addition example.

5. Assessment (5 minutes):

- Teacher Action: Collect one solved problem from each group. Ask 2–3 students to show their work on the chalkboard.
- Homework: Find 3 objects at home (e.g., stones) and practice adding them (e.g., $2 + 1$).

6. Classroom Management:

- Use groups to manage large class size; assign a group leader to distribute sticks.
- Move around to monitor group work and ensure participation.
- Use praise to encourage correct answers and effort.

7. Inclusivity:

- Use Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages) for explanations to support early learners.
- Pair stronger students with slower learners in groups.
- Ensure students with physical challenges can access materials (e.g., place sticks within reach).

Lesson Plan 3: Science (Primary 5 – Basic Properties of Water)

Subject: Basic Science and Technology

Topic: Properties of Water

Grade: Primary 5

Duration: 40 minutes

Class Size: 70 students

Learning Objective: By the end of the lesson, students will be able to identify and describe three properties of water (colorless, odorless, and tasteless) through observation and group activities.

Resources: Chalkboard, chalk, 3 clear plastic bottles with water, sticks for group tasks, paper for notes, Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages)-English science glossary.

Lesson Structure:

1. Warm-Up (5 minutes):

- Activity: Ask students, "What do you use water for at home?" (in their languages).
- Teacher Action: Write responses (e.g., drinking, washing) on the chalkboard in their languages and English.
- Purpose: Connect lessons to students' daily lives.

2. Introduction (5 minutes):

- Activity: Show a bottle of water and ask, "What do you notice about this water?" (e.g., clear, no smell).
- Teacher Action (I do): Introduce three properties: colorless, odorless, tasteless. Write terms in their languages and English on the chalkboard.
- Student Activity: Repeat terms after the teacher.

3. Main Activity (20 minutes):

Step 1: Observation (10 minutes):

- Teacher Action: Divide class into 7 groups of 10. Pass around 3 bottles of water for groups to observe (look, smell, taste a small sip if clean). Demonstrate how to describe properties (e.g., "It has no color").
- Student Activity (We do): Each group discusses observations, with a peer leader recording answers on paper.

Step 2: Group Task (10 minutes):

- Teacher Action: Provide each group with 3 sticks to represent the 3 properties. Ask groups to label sticks in their languages and English on the chalkboard.
- Student Activity (You do): Present their labeled sticks and explain one property to the class.

4. Wrap-Up (5 minutes):

- Activity: Play a quick true/false game (e.g., "Water has a strong smell – True or False?").
- Teacher Action: Summarize: "Water is colorless, odorless, and tasteless, making it safe for many uses."
- Student Activity: Answer true/false questions by raising hands.

5. Assessment (5 minutes):

- Teacher Action: Collect group papers with observations. Ask 2–3 students to name one property on the chalkboard.
- Homework: Find a water source at home (e.g., well, tap) and describe its properties in 2 sentences.

6. Classroom Management:

- Use 7 groups to manage 70 students; assign peer leaders to distribute bottles and monitor tasks.
- Circulate to ensure all groups observe the water safely.
- Praise correct observations and group cooperation to maintain positive discipline.

7. Inclusivity:

- Use Hausa for explanations to support weaker English learners.
- Ensure girls lead at least half the groups to promote gender equity.
- Place students with visual impairments in front of better observation.

Lesson Plan 4: Social Studies (Junior Secondary 1 – Family Structure)

Subject: Social Studies

Topic: Types of Family (Nuclear and Extended)

Grade: Junior Secondary 1 (JSS 1)

Duration: 40 minutes

Class Size: 50 students

Learning Objective: By the end of the lesson, students will be able to define nuclear and extended families and identify examples from their community.

Resources: Chalkboard, chalk, pictures/drawings of families (nuclear: parents + children; extended: grandparents, aunts, etc.), paper for group work.

Lesson Structure:

1. Warm-Up (5 minutes):

- Activity: Ask, "Who lives in your house with you?" (Eg Mwaghavul "Wu tong aa we mo ntulu fu ye?").
- Teacher Action: List responses on the chalkboard (e.g., mother, uncle, cousin).
- Purpose: Activate prior knowledge about families.

2. Introduction (5 minutes):

- Activity: Define nuclear (parents and children) and extended (includes grandparents, aunts, uncles) families.
- Teacher Action (I do): Show pictures/drawings of a nuclear family (e.g., mother, father, 2 children) and an extended family (e.g., grandparents, cousin Explain in their local languages and English.
- Student Activity: Repeat definitions after the teacher.

3. Main Activity (20 minutes):

Step 1: Think-Pair-Share (10 minutes):

- Teacher Action: Ask, "Is your family nuclear or extended? Why?" Pair students to discuss.
- Student Activity (We do): Share examples with a partner, then 2–3 pairs share with the class.

Step 2: Group Task (10 minutes):

- Teacher Action: Divide class into 5 groups of 10. Each group draws or describes a nuclear or extended family from their community on paper.
- Student Activity (You do): Present their drawing/description to the class, explaining the family type.

4. Wrap-Up (5 minutes):

- Activity: Quick quiz: Teacher describes a family (e.g., "Mother, father, 3 children"), and students say "Nuclear" or "Extended."
- Teacher Action: Summarize: "Nuclear and extended families are common in Plateau State and support us in different ways."
- Student Activity: Participate in the quiz by shouting answers.

5. Assessment (5 minutes):

- Teacher Action: Collect group papers/drawings. Ask 1–2 students to define nuclear and extended families on the chalkboard.
- Homework: Write 2 sentences about their family type and share with a family member.

6. Classroom Management:

- Use 5 groups to manage 50 students; assign peer leaders to guide discussions.
- Monitor pairs during think-pair-share to ensure participation.
- Use praise and call on quiet students to maintain engagement.

7. Inclusivity:

- Use Birom and other local languages for definitions to support English learners.
- Encourage girls and boys to share equally during discussions.
- Support students with writing difficulties by allowing oral presentations.

Appendix 4: Sample Evaluation Tools

Evaluation Tool 1: Teacher Observation Checklist

Purpose: Assess teacher performance during classroom observations (e.g., by coaches or SUBEB supervisors).

Context: Used during in-school coaching to evaluate how teachers apply training skills (aligned with Modules 1–4).

Instructions: Observers rate the teacher on a scale of 1–5 (1 = Not Demonstrated, 5 = Excellent) for each criterion. Provide specific feedback for improvement.

Checklist:

Criterion	Description	Rating (1–5)	Comments
Lesson Planning	Lesson plan is clear, aligned with curriculum, and includes objectives, activities, and assessment.		
Active Teaching	Uses active methods (e.g., group work, questioning) to engage students.		
Inclusivity	Ensures participation of diverse learners (e.g., girls, slow learners, students with disabilities).		
Classroom Management	Maintains order, uses routines, and applies positive discipline.		
Assessment	Uses formative assessment (e.g., questions, observation) to check understanding.		
Language Use	Effectively use languages in the immediate environment and English to support multilingual learners.		
Time Management	Completes lesson within 40 minutes, balancing activities.		

Scoring:

- Total Score: Sum of ratings (out of 35).
- Threshold for Proficiency: 28+ (80%).
- Feedback: Provide specific examples (e.g., "Teacher used think-pair-share effectively but needs to call on more girls").

Sample Use:

- During a coaching visit, the observer watches a 40-minute lesson and completes the checklist. If the teacher scores low on inclusivity, the coach suggests strategies like pairing girls with boys in group tasks.

Evaluation Tool 2: Student Progress Tracking Sheet

Purpose: Help teachers monitor student progress in literacy and numeracy (aligned with Module 4).

Context: Used weekly to track individual student performance in key skills.

Instructions: Teachers record student performance on specific tasks (e.g., reading fluency, addition problems). Mark "Achieved" (A), "Progressing" (P), or "Needs Support" (NS).

Tracking Sheet (Sample for 10 Students):

Student Name	Literacy: Reads 5 sentences fluently	Literacy: Answers 2 comprehension questions	Numeracy: Solves 3 addition problems (sums $\leq$ 10)	Notes
Nanpon Nandom	A	P	A	Strong in math, needs support in comprehension.
Pam Nanle	P	NS	P	Struggles with reading fluency.

How to Use:

- Weekly Assessment: Teachers test students on 1–2 tasks per subject (e.g., read a 5-sentence story, solve 3 addition problems).
- Recording: Mark A, P, or NS based on performance (e.g., A = correct and confident, P = partial success, NS = incorrect or no attempt).

- Action: Use data to adjust teaching (e.g., group students with NS for extra support).

Sample Use:

- A teacher tests 50 students in groups of 10 over a week. For Aisha, who is “Progressing” in comprehension, the teacher assigns a peer to practice question-answering with her.

Evaluation Tool 3: Teacher Reflective Journal Template

Purpose: Encourage reflective practice to improve teaching (aligned with Module 5).

Context: Used weekly by teachers to self-assess and plan improvements.

Instructions: Teachers write a short reflection (100–150 words) after a lesson, answering guided questions.

Template:

1. Date and Lesson Topic:

E.g., “15th March, 2025 – Addition (Grade 2)”

2. What went well?

E.g., “Students enjoyed the stick-counting activity and worked well in groups.”

3. What challenges did I face?

E.g., “Some students in the back couldn’t see the number line on the floor.”

4. How did students respond?

E.g., “Most students solved 2/3 addition problems correctly; 5 students needed help.”

5. What will I do differently next time?

E.g., “Draw a larger number line and pair struggling students with stronger ones.”

6. Action Plan for Next Lesson:

E.g., “Use more group activities and check on back-row students.”

Sample Use:

- A teacher completes the journal after a numeracy lesson. During a Professional Learning Communities (PLCs) meeting, she shares her challenge (visibility of the number line) and learns a solution from a peer (using a rope number line).

Contextual Notes

- Multilingual Classrooms: Lesson plans use Birom and English to support early learners, aligning with Nigeria’s language policy and Plateau State’s context.
- Large Classes: Activities like group work and peer leaders manage 50–100 students effectively.
- Low-Cost Resources: Sticks, stones, and bottle caps are used to minimize costs, reflecting Plateau State’s resource constraints.
- Inclusivity: Lesson plans and tools emphasize gender equity and support for diverse learners (e.g., seating arrangements, peer pairing).
- Alignment with Training: Lesson plans reflect skills from Modules 1–4 (planning, active teaching, management, assessment); evaluation tools align with Modules 4–5 (assessment, reflection).

Implementation Tips

- Training Integration: Use these lesson plans as models during Module 1 workshops. Teacher’s practice adapting them to their subjects.
- Coaching Support: Coaches use the observation checklist during in-school visits to provide feedback on lesson delivery.
- Student Monitoring: Teachers implement the progress tracking sheet after Module 4 training, with coaches reviewing records monthly.
- Reflective Practice: Professional Learning Communities (PLCs) discuss journal entries during Module 5 activities to share solutions and best practices.

Evaluation Tool 3: Peer Observation Feedback Form

Purpose: Enable teachers to observe and provide constructive feedback to peers during Professional Learning Community (PLC) sessions (aligned with Module 5).

Context: Used during peer observation activities to promote collaboration and reflective practice.

Instructions: The observing teacher completes the form after watching a colleague’s lesson, rating performance and providing specific feedback. Discuss findings in Professional Learning Community (PLC) meetings.

Peer Observation Feedback Form:

Section	Details
Observer Name	E.g., Daniel Ajik
Teacher Observed	E.g., Kachollom Chun
Date and Lesson Topic	E.g., August 10, 2025 – Properties of Water
Strengths Observed (3–5 sentences)	E.g., "Naanret used group activities effectively to engage students. She used demonstration of water properties was clear, and she used Mupun to explain terms, which helped weaker students. The true/false game at the end was fun and reinforced learning."
Areas for Improvement (2–3 sentences)	E.g., "Some students in the back were not involved in the group task. Naanret could assign peer leaders to ensure everyone participates."
Suggestions (2–3 specific ideas):	E.g., "1. Use a louder voice or move around to engage back-row students. 2. Include a question for girls specifically to balance participation. 3. Use a larger bottle for demonstrations."
Rating (1–5)	1 = Needs Significant Improvement, 5 = Excellent: E.g., 4 (Strong, with minor adjustments needed)

How to Use:

- Observation: The observer watches a 40-minute lesson, focusing on skills from Modules 1–4 (e.g., active teaching, inclusivity).
- Feedback: Complete the form and discuss it with the teacher in a PLC meeting. Focus on constructive suggestions.
- Follow-Up: The observed teacher implements suggestions and invites re-observation.

Sample Use:

- Mawak Mabwai observes Ajang Ashom science lesson and notes he didn't engage back-row students. In the Professional Learning Communities (PLCs), they discuss using peer leaders, and Ajang Ashom tries this in his next lesson.

Evaluation Tool 4: Student Self-Assessment Tool

Purpose: Encourage students to reflect on their learning and identify areas for improvement (aligned with Module 4).

Context: Used biweekly to help students take ownership of their progress in literacy or numeracy.

Instructions: Students complete a simple form (oral or written, depending on ability) after a lesson or task. Teachers review responses to adjust instruction.

Student Self-Assessment Tool (Sample for Literacy):

Question	Response Options	Student Response
1. Did you understand the story we read today?	😊 Yes / 😐 Partly / 😞 No	E.g., 😊 Yes
2. Could you answer the comprehension questions?	😊 All / 😐 Some / 😞 None	E.g., 😐 Some
3. What was easy for you?	(Write or say 1 sentence)	E.g., "Reading the story in Birom was easy."
4. What was hard for you?	(Write or say 1 sentence)	E.g., "Answering questions in English was hard."
5. What do you want to practice more?	(Write or say 1 sentence)	E.g., "I want to practice answering questions."

How to Use:

- Administration: After a literacy or numeracy lesson, students complete the form (orally for younger/less literate students, with teacher or peer assistance).
- Teacher Action: Collect forms or listen to oral responses. Group students with similar needs (e.g., "practice answering questions") for targeted support.
- Frequency: Use every 2 weeks to track progress and adjust teaching.

Sample Use:

- After a Grade 3 literacy lesson, Aisha marks "Partly" for understanding the story and says, "Answering questions in English was hard." The teacher pairs her with a peer for extra practice in comprehension.

Contextual Notes

- Multilingual Support: Lesson plans use Birom and English to align with Plateau State's linguistic diversity and Nigeria's language policy Mwaghavul, Berom, Ngas,

Taroh, Goemai, Hausa, and other local languages in early grades, transitioning to English).

- Large Classes: Group activities and peer leaders manage 60–70 students, ensuring engagement in resource-constrained settings.
- Low-Cost Resources: Materials like sticks, bottles, and paper are locally available and affordable, addressing Plateau State’s resource challenges.
- Inclusivity: Plans and tools promote gender equity (e.g., girls as group leaders) and support for diverse learners (e.g., oral options for students with writing difficulties).

Alignment with Training:

- Lesson Plans: Reflect Module 1 (planning), Module 2 (active/inclusive teaching), Module 3 (management), and Module 4 (assessment).
- Evaluation Tools: Align with Module 4 (formative assessment) and Module 5 (reflective practice, peer collaboration).

Implementation Tips

- Training Workshops: Use these lesson plans as examples in Module 1. Teachers practice adapting them for their subjects/grades during workshops.
- Coaching: Coaches use the peer observation form to guide feedback during in-school visits, linking to Module 5’s PLC activities.
- Student Engagement: Teachers introduce the self-assessment tool after Module 4 training, using it to identify student needs and adjust lessons.
- PLC Integration: Teachers share self-assessment data and peer observation insights in PLCs to collaborate on solutions (Module 5).

Appendix 3: Sample Lesson Plans for Special Needs

These are two sample lesson plans and two evaluation tools specifically designed for teaching students with special needs in basic education schools in Plateau State. They align with the Structured Pedagogy Practice for Teacher Training outlined earlier, incorporating inclusive pedagogy principles (Module 2) and Plateau State’s context (multilingual classrooms, large class sizes, and resource constraints).

The lesson plans cater to students with specific disabilities (visual impairment and hearing impairment) and are tailored for Primary 4 and Junior Secondary 1 (JSS 1). The evaluation tools assess teacher effectiveness and student progress in inclusive settings, aligning with Modules 4 and 5.

Lesson Plan 5: Literacy (Primary 4 – Storytelling for Students with Visual Impairment)

Subject: English Studies

Topic: Listening to and Retelling a Story

Grade: Primary 4

Duration: 40 minutes

Class Size: 50 students (including 5–10 with visual impairments)

Learning Objective: By the end of the lesson, students with visual impairments will listen to a story in their languages and English and retell key parts orally, while other students will listen and answer comprehension questions.

Resources: Chalkboard, chalk, audio recording of a short story (e.g., “The wise farmer” in their languages), tactile objects (e.g., sticks, stones to represent story elements), paper for group work.

Lesson Structure:

1. Warm-Up (5 minutes):

- Activity: Sing a familiar Hausa song about the farmer.
- Teacher Action: Lead the song and describe actions (e.g., planting seeds) for visually impaired students using verbal cues.
- Purpose: Engage all students and prepare visually impaired students for auditory focus.
- Student Activity: Sing along; visually impaired students listen and clap.

2. Introduction (5 minutes):

- Activity: Introduce the story “The Wise Farmer” and its key elements (farmer, seeds, harvest).
- Teacher Action: Describe the story setting vividly (e.g., “A farmer in a village in Plateau State plants seeds in a big field”). Pass tactile objects (sticks for seeds, stones for harvest) to visually impaired students to feel.
- Student Activity: Listen and touch objects; repeat key words (e.g., “farmer” – “ngumaar”).

3. Main Activity (20 minutes):

Step 1: Story Listening (10 minutes):

- Teacher Action: Play the audio story (their languages first, then English) or read aloud with clear enunciation. Divide class into 5 groups of 10, with visually impaired students paired with sighted peers in each group.
- Student Activity: Listen to the story; visually impaired students use tactile objects to follow (e.g., hold sticks when seeds are mentioned).

Step 2: Retelling and Comprehension (10 minutes):

- Teacher Action: Ask visually impaired students to retell one part of the story orally (e.g., "What did the farmer do?"). Ask other students 2 comprehension questions (e.g., "Why was the farmer wise?") using think-pair-share.
- Student Activity: Visually impaired students retell with peer support; others discuss and share answers.

4. Wrap-Up (5 minutes):

- Activity: Play a quick "story chain" game: each group adds one sentence to retell the story.
- Teacher Action: Summarize the story's lesson (e.g., "Planning makes us wise"). Praise all students, especially visually impaired students, for participation.
- Student Activity: Contribute to the story chain.

5. Assessment (5 minutes):

- Teacher Action: Observe retelling by visually impaired students and group answers. Note participation and accuracy for 2–3 students per group.
- Homework: Visually impaired students retell the story to a family member; others write/draw 2 sentences about the story.

Classroom Management:

- Divide class into 5 groups to manage 50 students: pair visually impaired students with sighted peers for support.
- Use clear, loud verbal instructions and repeat key points for accessibility.
- Praise participation to maintain a positive environment.

Inclusivity:

- Use audio and tactile resources for visually impaired students.
- Alternate their languages and English to support multilingual learners.
- Ensure girls and visually impaired students are included in group tasks (e.g., as group spokespersons).

Adaptations for Visual Impairment:

- Provide tactile objects (sticks, stones) to represent story elements.
- Use clear, descriptive language and audio recordings.
- Seat visually impaired students near the teacher for auditory clarity.

Lesson Plan 6: Numeracy (JSS 1 – Counting for Students with Hearing Impairment)**Subject: Mathematics**

Topic: Counting and Basic Addition (Numbers 1–20)

Grade: Junior Secondary 1 (JSS 1)

Duration: 40 minutes

Class Size: 50 students (including 5–8 with hearing impairments)

Learning Objective: By the end of the lesson, students with hearing impairments will count numbers 1–20 using visual aids and gestures, and all students will solve simple addition problems (sums ≤ 20).

Resources: Chalkboard, chalk, number cards (1–20), bottle caps for counting, visual number line (drawn or on paper), gesture chart for numbers.

Lesson Structure:**1. Warm-Up (5 minutes):**

Activity: Play a visual counting game (show number cards 1–10 and ask students to hold up fingers to match).

Teacher Action: Demonstrate number gestures (e.g., 1 = one finger up) for hearing-impaired students. Write numbers on the chalkboard in English.

Purpose: Engage all students and introduce counting visually.

Student Activity: Hold up fingers; hearing-impaired students follow gestures.

2. Introduction (5 minutes):

Activity: Introduce counting 1–20 and addition (e.g., $5 + 3 = 8$).

Teacher Action: Show number cards and a visual number line. Demonstrate addition using bottle caps (e.g., 5 caps + 3 caps = 8 caps). Use gestures for hearing-impaired students.

Student Activity: Repeat numbers after the teacher (orally or with gestures).

3. Main Activity (20 minutes):

Step 1: Counting Practice (10 minutes):

- Teacher Action: Divide class into 5 groups of 10. Provide each group with 20 bottle caps and number cards. Show numbers 1–20 on the chalkboard and with gestures for hearing-impaired students.
- Student Activity: Groups count caps aloud or visually; hearing-impaired students match caps to number cards with peer support.

Step 2: Addition Practice (10 minutes):

- Teacher Action: Give each group 3 addition problems (e.g., $7 + 4$, $10 + 5$). Demonstrate on the number line and with gestures.
- Student Activity: Solve problems using caps and write answers on paper; hearing-impaired students use gestures to show answers.

4. Wrap-Up (5 minutes):

Activity: Play a quick number card game: show a card (e.g., 12), and students hold up the correct number of fingers or caps.

Teacher Action: Summarize: "Counting and adding help us solve problems." Praise all students.

Student Activity: Participate in the game.

5. Assessment (5 minutes):

- Teacher Action: Collect group answers. Observe hearing-impaired students' use of gestures and number matching.
- Homework: Practice counting 1–20 with family using fingers or objects; write/draw 2 addition problems.

Classroom Management:

- Use 5 groups to manage 50 students; pair hearing-impaired students with peers who can assist with gestures.
- Use visual signals (e.g., raised hand for silence) to maintain order.
- Praise effort to encourage participation.

Inclusivity:

- Use gestures and visual aids for hearing-impaired students.
- Alternate their languages and English for multilingual learners.
- Ensure girls and hearing-impaired students lead tasks (e.g., showing answers).

Adaptations for Hearing Impairment:

- Use number cards, visual number lines, and gestures instead of verbal instructions.
- Provide written instructions on paper for groups.
- Face hearing-impaired students when demonstrating to ensure lip-reading is possible.

Appendix 5: Evaluation Tools for Special Needs

Evaluation Tool 6: Inclusive Teaching Observation Rubric

Purpose: Assess teachers' ability to deliver inclusive lessons for students with special needs (aligned with Modules 2 and 4).

Context: Used by coaches or SUBEB supervisors during classroom observations to evaluate inclusivity and effectiveness in special needs education.

Instructions: Observers rate the teacher on a scale of 1–5 (1 = Not Demonstrated, 5 = Excellent) for each criterion, providing specific feedback for improvement.

Inclusive Teaching Observation Rubric:

Criterion	Description	Rating (1–5)	Comments
Adaptations for Special Needs	Uses appropriate accommodation (e.g., tactile aids for visually impaired, gestures for hearing-impaired).		
Inclusive Engagement	Ensures students with special needs actively participate (e.g., through paired tasks, group roles).		
Clear Instructions	Provides clear, accessible instructions (e.g., verbal for visually impaired, visual for hearing-impaired).		
Classroom Management	Maintains an inclusive environment, ensuring all students are involved and respected.		
Assessment for All	Uses accessible assessment methods (e.g., oral retelling, visual matching) for special needs students.		

Language Accessibility	Uses Hausa and English appropriately to support multilingual and special needs learners.		
Peer Support	Encourages peer assistance for students with special needs (e.g., pairing with sighted/hearing peers).		

Scoring:

- Total Score: Sum of ratings (out of 35).
- Threshold for Proficiency: 28+ (80%).
- Feedback: Provide specific examples (e.g., "Teacher used gestures effectively for hearing-impaired students but could provide more tactile aids for visually impaired students").

Sample Use:

- During a coaching visit, the observer notes the teacher used number cards but forgot to face hearing-impaired students. Feedback suggests facing students for lip-reading and adding more visual aids.

Evaluation Tool 7: Special Needs Student Progress Checklist

Purpose: Track progress of students with special needs in literacy and numeracy (aligned with Module 4).

Context: Used biweekly by teachers to monitor individual student performance in inclusive classrooms.

Instructions: Teachers assess 2–3 students with special needs per lesson, marking performance as "Achieved" (A), "Progressing" (P), or "Needs Support" (NS). Note specific accommodations used.

Special Needs Student Progress Checklist (Sample for 5 Students):

Student Name	Disability	Skill Assessed	Performance (A/P/NS)	Accommodations Used	Notes
Dafaan Naanyit	Visual Impairment	Retell story orally	P	Tactile objects, audio story	Retold 1 part correctly; needs practice.
Asama Amasa	Hearing Impairment	Count 1–20 with gestures	A	Number cards, gestures	Confident with gestures.

How to Use:

- Assessment: Test students on a specific skill (e.g., retelling a story, counting) using accommodation (e.g., tactile aids, gestures).
- Recording: Mark A (fully correct), P (partial success), or NS (incorrect/no attempt). Note accommodations and observations.
- Action: Use data to adjust teaching (e.g., provide more tactile aid for Amina).

Sample Use:

- After the Primary 4 literacy lesson, the teacher notes Anya retold one part of the story but struggled with details. The teacher plans to use more descriptive audio next time.

Contextual Notes

- Multilingual Support: Lesson plans use language of the environment and English to align with Plateau State's linguistic diversity and Nigeria's language policy, ensuring accessibility for special needs students.
- Large Classes: Group activities and peer pairing manage 50–60 students, with specific roles for students with disabilities to ensure inclusion.
- Low-Cost Resources: Tactile objects (sticks, stones, bottle caps) and visual aids (number cards) are locally available, addressing resource constraints.
- Inclusivity: Plans and tools emphasize accommodation for visual and hearing impairments, gender equity (e.g., girls as group leaders), and peer support.

Alignment with Training:

- Lesson Plans: Reflect Module 1 (planning), Module 2 (inclusive teaching), Module 3 (management), and Module 4 (assessment).
- Evaluation Tools: Align with Module 4 (formative assessment) and Module 5 (reflective practice, peer collaboration).

Implementation Tips

- Training Workshops: Use these lesson plans as models in Module 2 to demonstrate inclusive pedagogy. Teachers practice adapting them for other disabilities (e.g., physical impairments).
- Coaching: Coaches use the inclusive teaching rubric during in-school visits to provide feedback on accommodation and engagement.
- Student Monitoring: Teachers implement the progress checklist after Module 4 training, focusing on 2–3 special needs students per lesson.

- Professional Learning Communities (PLCs) Integration: Teachers share checklist data and rubric feedback in PLCs (Module 5) to collaborate on inclusive strategies.

Additional Notes

- These lesson plans focus on visual and hearing impairments, common in Plateau State's inclusive classrooms. If you need plans for other disabilities (e.g., physical, cognitive), please specify.
- The evaluation tools are designed for scalability across Plateau State's 17 LGAs, using simple, low-cost formats.
- Plans and tools align with Plateau State SUBEB's inclusive education goals and initiatives like Plateau State BESST, which support special needs education.

Appendix 6: Monitoring Tool for Professional Learning Community (PLC)

This is a Professional Learning Community (PLC) Monitoring Tool designed for the Structured Pedagogy Practice for Teacher Training in Plateau State Basic Education Schools.

This tool aligns with Module 5: Continuous Professional Development and Reflective Practice and is tailored to monitor the effectiveness of school-based PLCs in supporting teacher collaboration, reflective practice, and inclusive teaching in Plateau State's context (multilingual classrooms, large class sizes, and resource constraints).

The tool is intended for use by PLC facilitators, school heads, or Plateau State Universal Basic Education Board (SUBEB) supervisors to evaluate PLC activities and ensure they contribute to improved teaching and learning outcomes, including for students with special needs.

Purpose: To assess the functionality, engagement, and impact of school-based PLCs in fostering teacher collaboration, reflective practice, and inclusive teaching strategies.

Context: Used quarterly by PLC facilitators, school heads, or SUBEB supervisors to monitor PLC meetings and provide feedback for improvement.

Instructions: The evaluator attends a PLC meeting (typically 1–2 hours) and completes the tool based on observations and discussions. Rate each criterion on a scale of 1–5 (1 = Not Demonstrated, 5 = Excellent), provide specific comments, and suggest actionable improvements. Share results with the PLC to guide future sessions.

PLC Monitoring Tool:

Criterion	Description	Rating (1–5)	Comments	Suggestions for Improvement
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Participation and Attendance	Teachers attend regularly (at least 80% attendance) and actively participate in discussions.		E.g., "10/12 teachers attended; most shared ideas."	E.g., "Encourage absent teachers to attend by scheduling at convenient times."
Collaborative Activities	PLC engages in collaborative tasks (e.g., peer observation feedback, lesson plan sharing, problem-solving).		E.g., "Teachers shared lesson plans but didn't discuss special needs strategies."	E.g., "Include a dedicated time slot for inclusive teaching strategies."
Focus on Inclusive Teaching	PLC discusses strategies for students with special needs (e.g., visual/hearing impairments) and diverse learners.		E.g., "Discussed tactile aids for visually impaired students but not hearing impairments."	E.g., "Invite a special needs expert to share gesture-based strategies."
Reflective Practice	Teachers share reflective journals or experiences and discuss improvements in teaching.		E.g., "Two teachers shared journals; others were hesitant."	E.g., "Use prompts to encourage all teachers to share reflections."
Resource Sharing	PLC shares low-cost teaching resources (e.g., lesson plans, local materials like sticks or bottle caps).		E.g., "Teachers shared bottle cap counting aids."	E.g., "Create a shared folder for digital or written resources."

Action Planning	PLC sets clear, achievable goals for applying new strategies in classrooms (e.g., next month's focus).		E.g., "Set goal to use group work but lacked specifics."	E.g., "Define specific group work strategies for large classes."
Facilitation Quality	Facilitator guides discussions effectively, ensures inclusivity, and keeps the meeting focused.		E.g., "Facilitator kept time but didn't involve quieter teachers."	E.g., "Call on all teachers to ensure balanced participation."

Scoring:

- Total Score: Sum of ratings (out of 35).
- Threshold for Proficiency: 28+ (80%).
- Feedback Summary: Provide a 3–5 sentence summary of overall performance, highlighting strengths and areas for growth.
- Action Plan: List 2–3 specific actions for the PLC to improve (e.g., "Incorporate special needs strategies in every meeting," "Schedule peer observations before the next session").

Additional Notes:

- Frequency: Use quarterly during PLC meetings (e.g., 1–2 hours per month).
- Participants: Evaluator observes 8–15 teachers per PLC, typical for Plateau State schools.

Contextual Adaptations:

- Encourage discussion of Birom-English strategies for multilingual learners.
- Focus on low-cost resources (e.g. sticks, stones) to align with Plateau State's resource constraints.
- Emphasize inclusive strategies for students with disabilities (e.g., tactile aids, gestures), aligning with Plateau State SUBEB's inclusion goals.

Sample Use:

- Scenario: A SUBEB supervisor observes a PLC meeting at a Plateau State primary school. The PLC discusses lesson plans but spends little time on special needs strategies, scoring 3/5 for "Focus on Inclusive Teaching." The supervisor notes, "Teachers shared general strategies but didn't address visual or hearing impairments."
- Feedback: The supervisor suggests inviting a special - needs teacher to demonstrate tactile aids and gestures at the next meeting. The PLC sets a goal to trial these strategies in classrooms and report back.
- Follow-Up: The supervisor checks progress at the next quarterly observation, noting improvements in inclusive discussions.

How to Use:

1. Preparation: Schedule observation with the PLC facilitator and share the tool in advance to clarify expectations.
2. Observation: Attend a PLC meeting, taking notes on discussions, activities, and participation. Focus on evidence of collaboration, inclusivity, and action planning.
3. Rating and Feedback: Complete the rubric, providing specific examples for each criterion (e.g., "Teachers shared bottle cap activities but didn't discuss how to adapt for visually impaired students").
4. Discussion: Meet with the PLC facilitator and teachers to share feedback, focusing on strengths and actionable suggestions.
5. Action Plan: Agree on 2–3 goals for the next meeting (e.g., "Discuss one inclusive strategy per session," "Share reflective journals from all members").
6. Reporting: Submit the completed tool to SUBEB or the school head for monitoring and to inform refresher training (Module 5).

Resources Needed:

- Professional Learning Community (PLC) Monitoring Tool (printed or digital).
- Professional Learning Community (PLC) meeting agenda and attendance list.
- Sample reflective journals or lesson plans for reference.
- Notebook for evaluator's observations.

Alignment with Training:

Module 5: Supports reflective practice and peer collaboration by monitoring Professional Learning Community (PLC) activities like journal sharing and peer observations.

Module 2: Ensures PLCs address inclusive teaching strategies for special needs and diverse learners.

Plateau State Context: Focuses on low-cost resources and multilingual strategies Mwaghavul, Berom, Ngas, Taroh, Goemai, Hausa, and other local languages - English, aligning with SUBEB's goals and initiatives like Plateau State BESST for inclusive education.

Implementation Tips

Training Integration: Introduce the PLC Monitoring Tool during Module 5 workshops, training facilitators and school heads on its use. Practice mock PLC evaluations during training.

Coaching Support: SUBEB coaches or LGEA supervisors use the tool during quarterly school visits to provide feedback and strengthen PLCs.

Scalability: The tool is simple and adaptable for use across Plateau State's 17 LGAs, requiring minimal resources (paper, pen).

Inclusivity Focus: Evaluators prioritize observing how PLCs address special needs (e.g., accommodation for visual/hearing impairments), ensuring alignment with Plateau State's inclusive education policies.

Follow-Up: PLCs review feedback in the next meeting and incorporate suggestions (e.g., dedicate 15 minutes to special needs strategies). Coaches verify implementation during subsequent observations.

Expected Outcomes

- Improved Professional Learning Community (PLC) Effectiveness: PLCs become more collaborative, with at least 80% teacher participation and clear action plans.
- Enhanced Inclusivity: Professional Learning Community (PLC) regularly discuss strategies for special needs students, leading to better classroom accommodation (e.g., tactile aids, gestures).
- Teacher Growth: Teachers apply PLC discussions to improve lesson delivery, with 70% reporting use of new strategies (based on reflective journals).
- System Impact: Data from the tool informs SUBEB's training priorities, ensuring PLCs support Plateau State's education goals.

Appendices

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