



Case Study



Strengthening teacher practice and student learning through a blended coaching model in Kenya

Impact at Scale Labs: Foundational Literacy & Numeracy

2026

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Through the Impact at Scale Labs - Foundational Literacy and Numeracy (FLN), Global Schools Forum supports seven grantee organisations across India and Sub-Saharan Africa for testing, iterating, and generating evidence towards scaling their FLN programmes in low-middle income contexts. Read more about the Labs, our grantees and their innovations [here](#)



Overview

This Case Study is co-developed by Angaza Elimu and Global Schools Forum, as a part of the Impact at Scale Labs: Foundational Literacy and Numeracy. The practices, insights and recommendations shared here are grounded in the implementation realities and reflect the lived experiences of organisations working to improve foundational learning outcomes.

These approaches were designed and delivered in specific contexts. Applying them elsewhere will mean adapting to different programme, systemic and delivery realities. We share them as a guiding point for that adaptation. We encourage you to explore these practices and consider how they might inform your own work.

Let's continue the conversation:

If you are exploring how to adapt any of these practices, whether within your organisation, your fund or a wider education system, we would love to learn more about your programmes, the challenges you are navigating and the opportunities for impact you see ahead.

To discuss adaptation or implementation, or to connect directly with the organisations that implemented and refined these practices, please reach out to

Poornima

poornima.kharbanda@globalschoolsforum.org

or

Ratul

ratul.chowdhury@globalschoolsforum.org



01.

Introduction

Kenya has achieved high primary enrolment, yet evidence from the Usawa Agenda FLANA (2025) assessment shows that only

2 in 5 Grade 3 learners can read

and comprehend grade-level English text, and only 1 in 5 can perform age-appropriate numeracy tasks.

These gaps persist into upper primary, pointing to systemic limitations in how foundational skills are taught and assessed.



Across primary school classrooms in Kenya, Angaza Elimu observed a consistent pattern in FLN instructions on how teaching was often characterised by rote memorisation, limited use of real-time formative assessment to identify and address learners' misconceptions and challenges for teachers in differentiating instruction particularly in large, diverse classrooms with varying learner needs. Emerging data evidence from Angaza's Kalamu Teacher Co-Pilot (KTC) across 649 Kenyan primary schools further highlights that teacher preparedness and instructional practices are central drivers of the learning crisis.

Shifting teachers from entrenched, teacher-centred routines toward structured, evidence-based pedagogy requires sustained behavioural change with continuous support, real-time feedback, and ongoing mentorship. At the same time, many EdTech platforms aiming to solve this have been feature-heavy and cognitively demanding, creating barriers in settings where digital literacy is still emerging, and connectivity is limited. An effective solution therefore has to combine low-tech tools with in-person support.

Core problem being addressed:

How can instructional quality be improved at scale in low-resource classrooms by enabling teachers to adopt structured, learner-centred practices through simple, practical tools and ongoing support that drive lasting changes in teaching behaviour and practices?

About this Case Study:

This case study explores how Angaza Elimu strengthens teaching practices and student learning through a model that pairs the Kalamu Teacher Co-Pilot (KTC) which is a low-tech, WhatsApp-delivered teacher support system with a Personalised Adaptive Learning (PAL) platform for learners, reinforced by a blended coaching model. It focuses on design decisions, the mechanics of implementation, and early evidence on teacher and learner change in Kenyan primary classrooms.



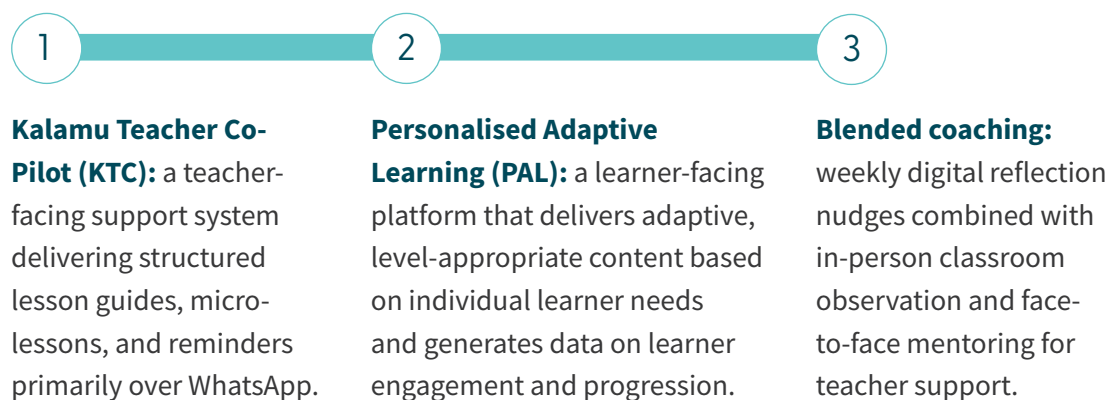
02.

The Solution

Angaza Elimu's model integrates **two interconnected pathways** that strengthen teaching and learning simultaneously. Teachers initially receive training from the Angaza team on subject content, access (digital) lesson guides through the Kalamu Teacher Co-pilot, and get ongoing coaching from Angaza-trained coaches. This integrated support helps

teachers translate knowledge into effective, learner-centred classroom practices. At the same time, learners engage with adaptive content on the PAL platform, tailored to their individual learning levels. The model's defining feature is a **continuous feedback loop**, in which real-time data both from the classroom and the learning platform inform coaching decisions and instruction delivery.

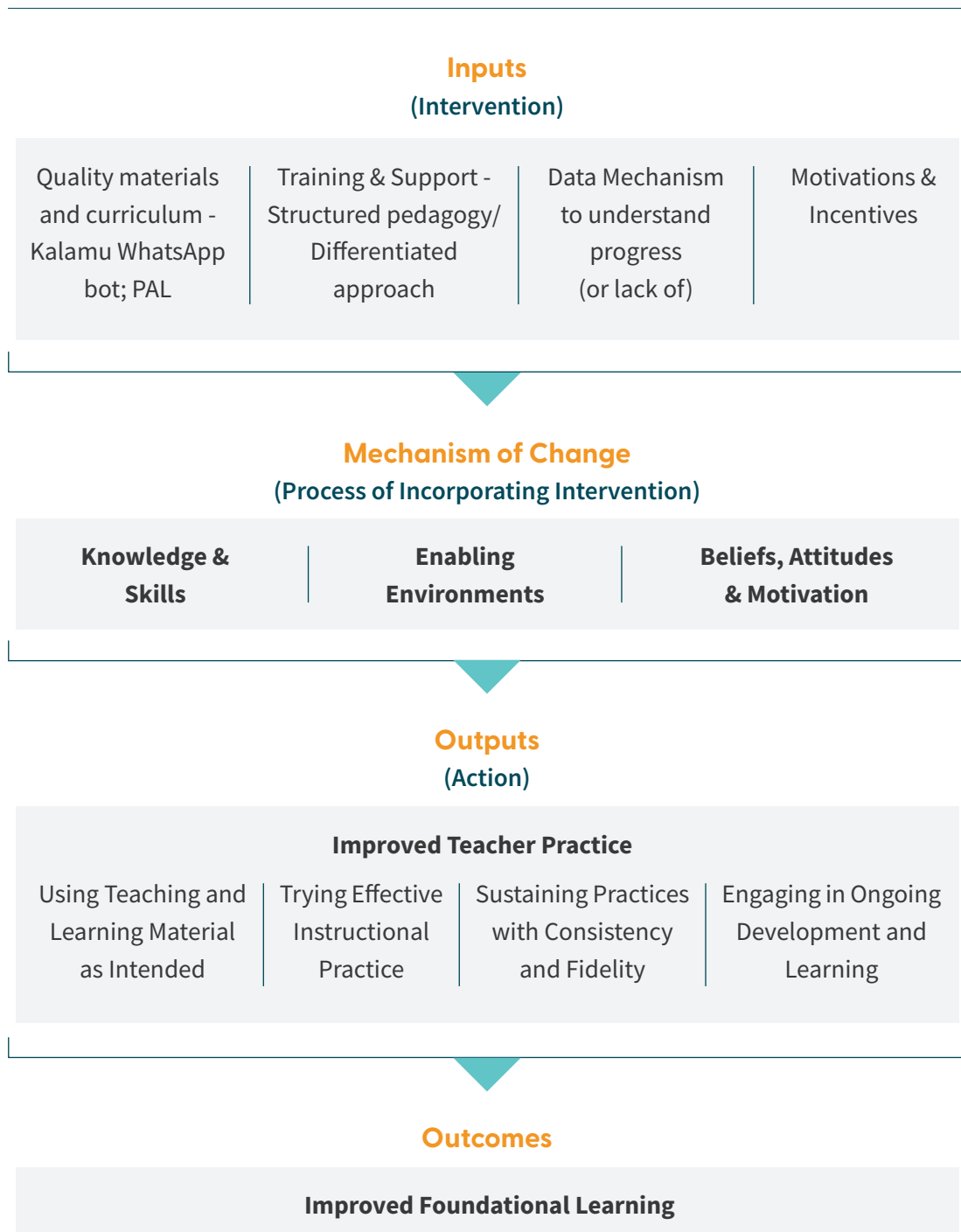
The model rests on three building blocks:



Theory of Change:

The programme combines teacher training in digital skills and High Impact Teaching Strategies (HITS), structured tools shared through KTC and PAL platforms and ongoing virtual and in-person coaching with regular classroom observations

to change the mechanisms that govern teacher behaviour. These lead to improved, sustained teacher practice, which in turn drives learner engagement and foundational learning gains.



The logic depends on three key assumptions:

- That teachers have foundational digital and pedagogical skills;
- They are motivated to adopt new instructional approaches; and
- An enabling school and system environment (including school leadership and Education Department support) is in place. Where these hold, effective use of PAL, KTC and HITS is expected to raise learner engagement and ultimately literacy and numeracy outcomes.

03.

Intervention Design: Two Pathways

To address these gaps, Angaza Elimu deploys two complementary pathways that connect the teacher-facing and learning-facing sides of the intervention:

Pathway 1

Combines KTC and PAL

Focus

Assessment-informed instruction, lesson planning and blended coaching

How it works

Teacher side:

KTC provides structured lesson guides aligned with High-Impact Teaching Strategies (HITS), reminders and actionable feedback - translating pedagogy into step-by-step classroom instruction across five domains.

Learner side:

PAL lets students practice lesson concepts through personalised digital activities, applying skills immediately and receiving adaptive support.

Each week, PAL generates learner progress reports for teachers via WhatsApp, flagging performance trends and learners needing support. This enables targeted remediation recommendations for teachers and aides in forming dynamic groupings to provide differentiated instruction.



● Pathway 2

Phased use of KTC

Focus

Strengthening teacher practice and embedding HITS-based instructional guidance within structured pedagogy

How it works

KTC guides teachers through FLN structured-pedagogy routines, providing:

- Short, actionable micro-lessons and tips
- Nudges toward consistent use of daily structured lesson guides
- Automatic reminders, check-ins and reflective prompts
- Collects teacher responses, self-reflection reports and engagement analytics

Who receives what?



For teachers

KTC-generated lesson guides translate HITS into practical instruction across five domains: learning environment, student engagement, knowledge progression, assessment-informed instruction, and instructional approach. (Read more in the annexure)



For Learners

PAL closes the loop, turning everyday practice into real-time data that feeds back into coaching and instructional delivery.



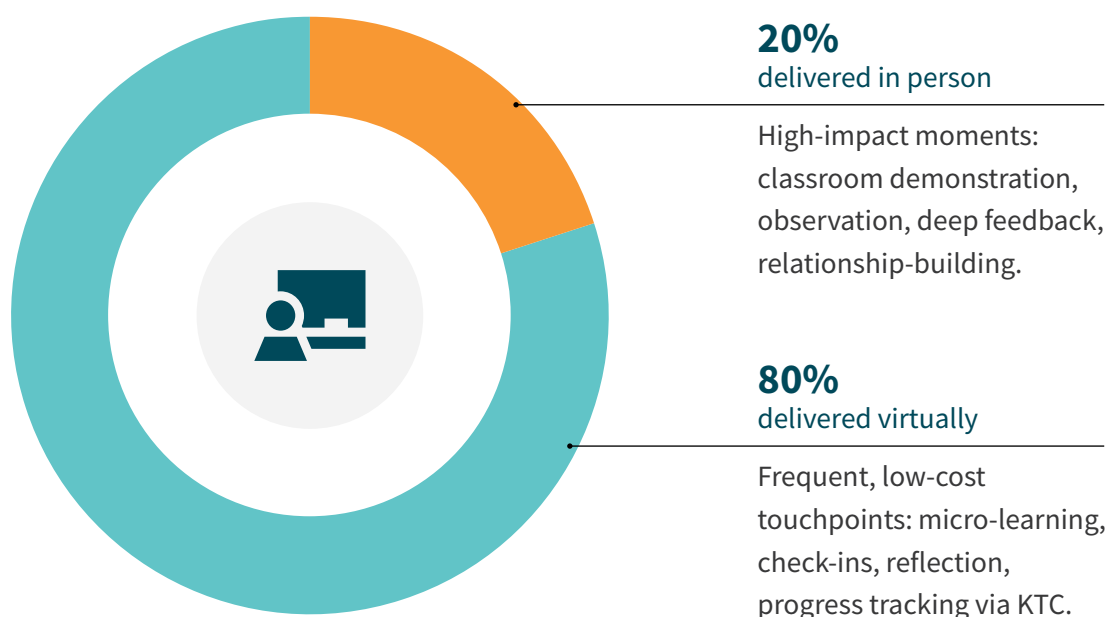
For Headteachers and Curriculum Support Officers (CSOs)

KTC enables precision coaching by equipping them with granular classroom and teacher performance data, to provide targeted, pedagogical support to teachers based on identified instructional needs.

04.

Blended Coaching Model

Both pathways are reinforced through a blended coaching model that combines weekly digital reflection nudges with regular in-person classroom observations and face-to-face mentoring. Approximately 80% coaching is delivered virtually and 20% in person, balancing depth, scale and cost-efficiency.



The split is guided by the following criteria: the level of facilitation required, depth of interaction, need for individualized feedback, accessibility and degree of hands-on application. Knowledge modules, routine check-ins, micro-learning, progress tracking and reflection happen virtually, while demonstration, lesson-planning workshops, peer observation, and guided practice are reserved for in-person sessions. Timing and location of in-person visits are informed by real-time monitoring data such as attendance, online engagement and connectivity.

During classroom observations, coaches use structured tools to assess instructional practice and facilitate reflective feedback sessions. This process enables targeted support

and supports teachers in shifting from unstructured, teacher-centred practices toward more structured, learner-centred instruction. The blended model strengthens teacher engagement, improves practical application of instructional strategies, and ensures that technology enhances rather than replaces real-world teaching interaction.

Teacher categorisation and personalised support

A key innovation in the blended model is a **data-driven teacher categorisation system** that **tailors the type and intensity of coaching and instructional support** to each teacher's needs. This emerged from Angaza Elimu's gap assessment - earlier KTC backend data did not provide a clear view of individual teacher strengths and areas of development, making it hard to align coaching support with actual classroom practice.

Drawing on adaptive learning principles, the system synthesizes multiple sources of evidence, including how teachers engage with guidance, the strategies they apply in classrooms, and structured classroom observation data. Observations use a **Kobo-based tool aligned to HITS**, scoring five domains (learning environment, student engagement, knowledge progression, assessment-informed instruction, and instructional approach) from insufficient to advanced, and also capturing use of the gradual-release model (I Do, We Do, You Do). The system consolidates these into a performance tier.

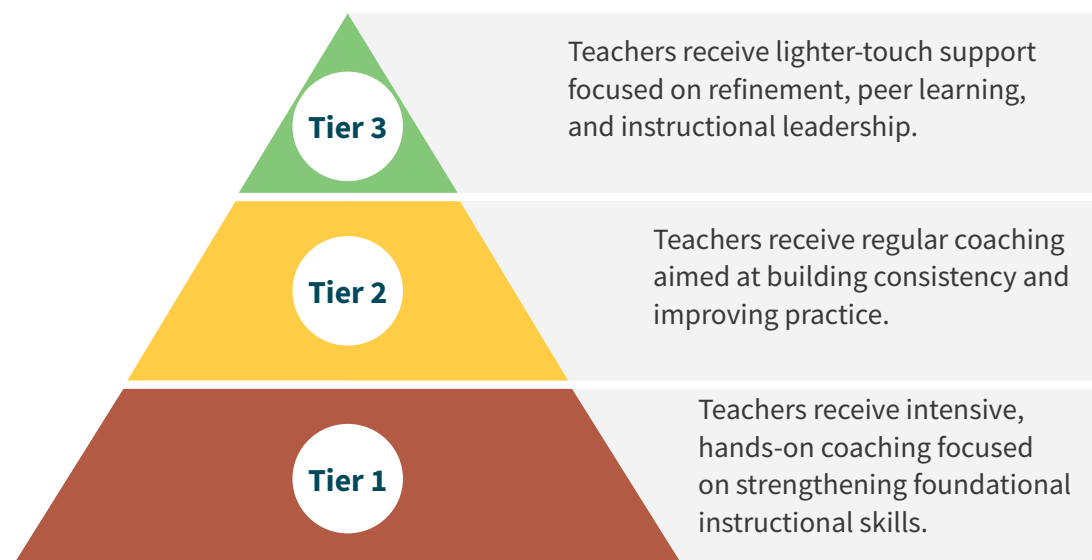
Angaza's internal implementation evidence confirms that this blended model is both promising and well received by teachers. Overall,

93.5% of teachers

reported being satisfied or very satisfied with the coaching they received. Classroom observation and feedback sessions emerged as the most valuable component of the model, with 58% of teachers highlighting them as particularly helpful in improving their teaching practice. These sessions helped teachers better understand their strengths and identify clear areas for improvement.



This categorisation directly informs the type and intensity of coaching support provided:



After each classroom observation, coaches conduct 15-minute feedback sessions with teachers to jointly reflect on lesson delivery, understand strengths, identify priorities for improvement and agree on practical next steps. Coaches also provide actionable strategies and continue to follow up over time to support sustained improvement in classroom practice.

Teacher Journey Progression in three-stages

The Kalamu teacher journey progresses through three pedagogical stages (after initial onboarding), ensuring foundational skills are built and sustained. The Co-Pilot and PAL platform are integrated at strategic points and the coach's role shifts from compliance oversight toward mentorship as the teacher gains mastery.

● Pre-stage

Onboarding & training

Focus

Foundation: knowledge and tools

Teacher role and KTC-coaching support

The teacher attends physical training on the Science of Teaching and is introduced to the format and content of Kalamu structured-pedagogy lesson guides.

● Stage 1

Structured pedagogy

Focus

Implementation of core instruction with fidelity

Teacher role and KTC-coaching support

The teacher delivers structured lessons with high fidelity, supported by daily KTC guides and reinforced through coaching and classroom observation.

● Stage 2

Guided adaptation

Focus

Introduction to adaptive practices

Teacher role and KTC-coaching support

The learners are introduced to PAL and begin practicing; the teacher contextualises instruction with coach support during this transition.

● Stage 3

Adaptive learning

Focus

Pedagogical mastery & personalised learning and teacher support

Teacher role and KTC-coaching support

The teacher builds pedagogical knowledge, becomes less dependent on guides and manages the class as learners follow personalised PAL pathways.

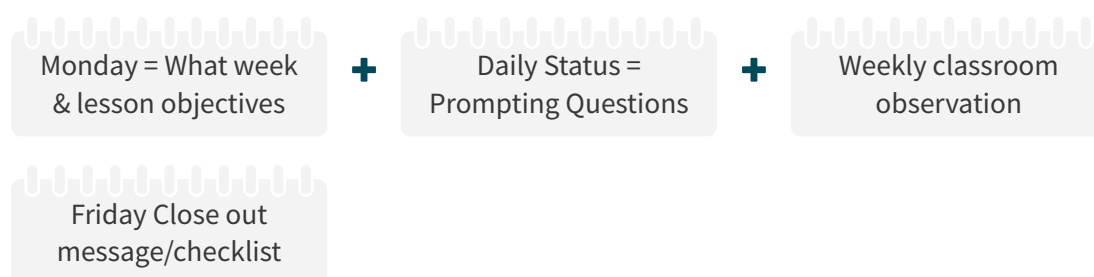
The coach's role shifts from compliance oversight to teacher mentorship, enabled by HITS training and observation protocols. Coaches triangulate Kobo observation data with PAL analytics (participation, progression, time-on-task, hard-spots) to ground weekly or biweekly reflection sessions, highlighting individual and class-level learning gaps for teachers.

Teachers are supported by coaches to interpret these insights, identify priority areas for remediation and adapt instruction as per actual learner needs - strengthening the link between teaching, assessment, and learning outcomes.



Weekly coaching rhythm

KTC gives teachers and coaches a shared digital assistant that prepares teachers for observations, reinforces coaching themes, captures reflections between visits and keeps feedback loops alive over WhatsApp. A predictable weekly rhythm anchors the model:



Classroom observation and coaching process

The KTC assistant structures coaching into three flows that span the period before, during, and between coaching visits.

Before coach visit – “coaching prep flow”



Stage

Visit Notification

Trigger	Bot Message / Nudge	Teacher Action
Sent 2-3 days before scheduled visit	“Hi [Teacher]! Coach [Name] will visit on Wednesday at 10:00 for your PAL session. Let’s get ready.” Buttons: View Focus Area / Get Ready.	Teacher views the week’s observation focus (e.g., Guided Reading or Learner Group Rotation).



Stage

Prep Checklist

Trigger	Bot Message / Nudge	Teacher Action
Immediately after	“Here’s your quick prep checklist for the visit:” ✓ Devices charged ✓ PAL accounts logged in ✓ Lesson plan reviewed ✓ Group A on rotation	Teacher ticks off or confirms “Ready.”



Stage

Self-Reflection Optional Prompt

Trigger	Bot Message / Nudge	Teacher Action
Optional	“What’s one thing you’d like help with this week?” Options: Managing Time, Engaging Learners, Using PAL Reports	Teacher chooses; response is shared with coach for session prep.

After visit – “follow-up & reflection flow”



Stage

Instant Feedback Summary

Trigger	Bot Message / Nudge	Teacher Action
Sent same day	“Thanks [Teacher]! Coach [Name] noted strong learner management Focus next week: Integrating PAL reports into planning.”	Teacher reviews highlights and suggested next steps.



Stage

Self-Reflection

Trigger	Bot Message / Nudge	Teacher Action
Day after visit	“What’s one thing you’ll try differently next session?” Options: Plan group rotation earlier, Give learners more feedback, Other (type response)	Logs teacher reflection; summary shared with coach.



Stage

Resource Link

Trigger	Bot Message / Nudge	Teacher Action
Based on feedback	“Since you’re focusing on ‘feedback to learners’, here’s a short video on Positive Reinforcement Strategies.”	Teacher accesses short content (video, PDF, or audio tip).



Stage

Follow-Up Confirmation

Trigger	Bot Message / Nudge	Teacher Action
After a few days	“Did you try your improvement focus this week?” Yes / Not Yet	Teacher response updates the coach’s dashboard follow-up notes.

Between visits – “coaching continuity flow”

Trigger	Bot Message	Outcome
Coach marks school for remote support	“Your coach [Name] has sent a quick tip: Review PAL Progress before Friday’s lesson.”	Keeps connection active between visits.
Low Learner Usage	“Learner usage dropped this week. Would you like help planning a recovery session?”	Teacher can tap Yes → bot shares guided recovery strategy.
Scheduled Nudges	“Reminder: Review last week’s focus before next PAL session.”	Reinforces coaching targets even without in-person visits.

This process builds continuity moving away from one-off feedback. Teachers self-assess and receive micro-coaching remotely; coach workload drops as reminders, reflections and reporting are automated, and coaching becomes data-informed, triangulating PAL usage, observation data and reflective practices. The net effect is more consistent coaching quality across schools and, ultimately, stronger classroom instruction, contributing to better FLN outcomes in students.

The **main implementation barrier** was limited protected time for consistent platform use and instructional practice, driven by competing classroom demands and crowded school schedules. Without adequate time, teacher exposure to the intervention is limited, reducing opportunities for practice, reflection and sustained behaviour change.

In response, implementation teams worked with teachers and school leadership to negotiate structured engagement opportunities, agreeing make-up classes where needed and identifying dedicated timetable slots for platform use and reflection, so teachers could engage consistently with KTC and PAL without significantly disrupting instruction.

Sustainable coaching Approach

To ensure sustainability of classroom observation and coaching beyond the programme, deputy head teachers are trained and onboarded to gradually transition into the coaching role currently delivered by Angaza Elimu coaches within Pathway 1. This is intended to support a phased handover, with deputy head teachers progressively building capacity to conduct classroom observations, provide instructional feedback and support teachers' professional development within their schools.

CSOs are also engaged through a series of co-creation and sensitization workshops to clarify their roles, strengthen their understanding of expected responsibilities, and align them with the programme's coaching and monitoring approach. They further conduct monthly check-ins to monitor implementation and provide technical guidance, laying out the groundwork for strengthened oversight and continuity of coaching support within Pathway 1.



05.

Early Results and Key Learnings

Reach and Delivery

146 teachers trained

649 schools using KTC

973 classroom observations coaching sessions
(513 for pathway 1; 460 for pathway 2)

Teacher-level change

93.5% teacher satisfaction

58% rate observation & feedback most valuable

42% cite step-by-step guidance as top feature

Teacher behaviour change

Both pathways of KTC have shifted instructional practice from isolated teaching toward a structured, continuous, supported improvement process. With on-demand guidance, teachers report

reduced lesson-preparation time and more confident and made informed decisions while teaching. The most valued feature of KTC was its clear step-by-step guidance on lesson delivery (42%), which

provided practical teaching instructions and increased teachers' confidence. Other highly valued features included the time-saving nature of lesson preparation (20%), improved lesson quality (17%), and ease of access (14%).

Evidence from focus groups, surveys, and observations shows teachers increasingly delivering structured lessons anchored in HITS, with coaching visits reinforcing

consistent use of guides and reflection on practice.

A notable shift in teachers' instructional practices is observed with the use of PAL-generated learner progress reports. Prior to this, teachers largely relied on classroom observations and professional judgment to identify struggling learners, with limited access to systematic learner performance data to inform remediation.

Teacher testimonials



Angaza Elimu teachers training



Learner behaviour changes and engagement using digital learning tools

Qualitative feedback from teachers indicated a positive change in learners' behaviour across both pathways. These are characterised by higher levels of learner motivation, engagement, and esp. positive attitudes towards mathematics through its interactive and adaptive learning approach. Teachers observed increased interest, participation, and sustained attention during lessons where digital learning activities were used. Learners attempted to work more independently,

sought clarification when needed, and benefited from visual representations and step-by-step explanations. Instant feedback supported self-correction and persistence, while positive reinforcement features boosted learner confidence. Head teachers and Ministry of Education officials corroborated (during interviews) increased learner enthusiasm. On HITS specifically, teachers reported better learning outcomes (31%), improved engagement (27%), and easier, more effective delivery (25%).



There is no greater reward than seeing your students understand concepts as a result of the approach used.

— Teacher



Learner performance: baseline to midline

For **Pathway 1**, learner performance assessed from baseline to midline following the Angaza Elimu intervention shows improvement, with mastery levels increasing by 20.2%, proficiency rising by 7.7%, and the proportion of learners at the “attempted” level declining by 32% as depicted below:

Learner Gains (Numeracy)

Pathway 1 (Numeracy)	Baseline	→	Midline
Attempted	80%	→	48%
Familiar	19%	→	23%
Mastered	0.3%	→	21%
Proficient	1.4%	→	9.2%

Similarly, **Pathway 2** findings demonstrate improvements in both learner outcomes and teaching practices. Grade 3 literacy proficiency increased from 18.87% to 28%, and from 30% to 33% for grade 4. Despite the slight improvements, proficiency levels remain below expected benchmarks in both grades highlighting the need for strengthened and continuous early literacy support.

Overall Literacy - Baseline and Midline

Attained Expected benchmark (Story Level)	Baseline	Midline
Grade 3	18.87% (50 out of 265)	27.81% (42 out of 151)
Grade 4	30.27% (45 out of 135)	33.33% (79 out of 261)

Baseline and Midline Information

- At baseline (Term 1, 2025), 18.87% (50 out of 265) of Grade 2 learners achieved story-level reading, the expected proficiency at Midline 28% (42 out of 151) attained
- In contrast, Grade 4 learners showed a slight improvement from 30.27% (79 out of 261) at baseline to 33% (45 out of 135) at midline.

Numeracy outcomes showed even stronger gains, improving from 71% to 88% for Grade 3 and from 58% to 72% for Grade 4 learners.

Overall Numeracy – Baseline and Midline

Attained Expected benchmark	Baseline	Midline
Grade 3	71% (192 out of 265)	88% (134 out of 151)
Grade 4	58% (151 out of 261)	72% (97 out of 135)

Baseline and Midline Information

- At baseline (Term 1, 2025), 71% (192 out of 265) of Grade 2 learners achieved the expected numeracy proficiency of recognizing two-digit numbers. At Midline 88% (134 out of 151) attained
- In grade 4, learners showed notable improvement, increasing from 58% (151 out of 261) at baseline to 72% (97 out of 135) at midline and were able to recognize three-digit numbers, which is the expected proficiency level.

Results suggest a positive trend in numeracy outcomes as learners progressed through the programme.

The overall pattern suggests structured-pedagogy support, HITS and sustained coaching are contributing to learning gains, most clearly in numeracy across both cohorts and in early-grade literacy.

Key learnings

Delivering support over WhatsApp as a deliberate choice to keep cognitive load and connectivity demands low:

Teachers were already fluent in WhatsApp, so there was no new app to install on a personal phone and no interface to learn. Earlier exposure to feature-heavy platforms led to adoption difficulties, especially where data is costly and connectivity is patchy.

The combination of digital nudges and in-coaching holds promise for change in teacher practice:

beyond trainings and workshops, the weekly rhythm in the form of micro-lessons, reminders classroom observation and feedback together helped teachers move in the structured pedagogy journey. Step-by-step guidance was the most valued feature (at 42%) by the teachers.

Data made coaching tailored and led to more need-based inputs:

Teacher categorisation turned coaching from generic to differentiated. Sorting teachers into tiers allowed coaches concentrate intensive support where it is needed most. For eg., more hands-

on coaching could be provided to Tier 1 teachers who needed it most, while stronger teachers moved toward peer learning and lighter touch. Similarly, the same coaching capacity now stretches further because it is no longer spread evenly across very different needs.

The integration of PAL with the Kalamu Teacher WhatsApp platform in Pathway 1 provides regular learner-level performance insights that strengthens **easier access and faster data-sharing with teachers** to enable targeted remedial teaching enhanced overall learner support. In contrast, the absence of comparable learner-level data in Pathway 2 limits the ability to monitor individual learner progress, identify learning gaps, and implement timely, evidence-based remediation interventions.

Teacher recognition initiative recently introduced under Pathway 1 indicates that recognizing and awarding teachers based on learner performance gains, as measured through PAL platform data, **positively influenced teacher motivation and instructional practices.**

Recommendations for practitioners exploring similar models



Assess technology readiness and device availability before you design

Build for the connectivity and digital-literacy realities of the classroom, not the conditions you hope to find. A simple tool delivered through a channel teachers already use tends to achieve far higher uptake than a more sophisticated application, however well designed.



Prioritise the scale-up of Pathway 1

leveraging the PAL& Kalamu Teacher copilot platform's learner-level data capabilities to strengthen targeted learner support, evidence-based remediation, and data-driven decision-making across a wider range of schools and learners.



Keep in-person coaching in place as digital tools are introduced

Digital nudges are effective at sustaining habits and keeping good practice in view, but the clearest shifts in teaching clustered around in-person observation and feedback. Protect that in-person component through both design and delivery as well as hold it steady when budgets come under pressure.



Design the data flows and feedback loop from the outset

Decide early how learner data and classroom-observation data will reach coaches and in what form. Angaza built its teacher-categorisation system only after launch, because the data it first collected was not structured to answer the questions coaches were actually asking. Without that decision upfront, data tends to describe activity rather than inform practice.



Secure protected time with school leadership before implementation

Treat dedicated timetable space for platform use and reflection as a precondition for the work. Engaging leadership early both protects that time and signals that the intervention needs their active backing.



For long-term sustainability, teacher recognition should be institutionalised using existing PAL performance data and integrated into routine programme and school processes.

Emphasis should be placed on meaningful, non-financial recognition rather than expensive financial rewards, ensuring the initiative remains scalable, cost-effective, and sustainable beyond the life of the programme.

Annexure

High-Impact Teaching Strategies (HITS) by tier

Each domain has a progression of strategies, with Tier 2 building on Tier 1 and Tier 3 building on both. The matrix below summarises the progression across the five domains.

High-impact teaching strategies (HITS)



Strategy domains Learning Environment

Tier 1: Basic strategies- (Red)	Tier 2: Developing strategies (Yellow) (built upon Tier 1 strategies)	Tier 3: Advanced strategies (built upon Tier 1 and 2 strategies) Green
Teacher establishes clear rules and routines to support learning and create a positive learning environment.	Teacher uses and supports positive interactions in the classroom (teacher-student and student-student).	Teacher organizes students to work in pairs and small groups to enhance collaboration, to build teamwork, and to promote a sense of belonging.



Strategy domains Student Engagement in Learning

Tier 1: Basic strategies- (Red)	Tier 2: Developing strategies (Yellow) (built upon Tier 1 strategies)	Tier 3: Advanced strategies (built upon Tier 1 and 2 strategies) Green
Teacher gives all students, including pairs/small groups, regular time for the practice of new skills.	Teacher uses questioning to build and deepen student understanding of new content.	Teacher plans for the strategic use of partner and small-group work for collaborative learning activities.



Strategy domains

Knowledge Progression and Connections

Tier 1: Basic strategies- (Red)	Tier 2: Developing strategies (Yellow) (built upon Tier 1 strategies)	Tier 3: Advanced strategies (built upon Tier 1 and 2 strategies) Green
Teacher plans with and states the lesson objective and links new content to students' background (prior knowledge).	Teacher provides a daily review and links content to previous learning.	Teacher purposefully sequences lesson objectives and adjusts the teaching sequence as needed.



Strategy domains

Assessment- Informed Instruction

Tier 1: Basic strategies- (Red)	Tier 2: Developing strategies (Yellow) (built upon Tier 1 strategies)	Tier 3: Advanced strategies (built upon Tier 1 and 2 strategies) Green
Teacher routinely monitors learning by checking for understanding during instruction and giving actionable feedback to students.	Teacher modifies content and instructional strategies based on evidence of learning collected through formative assessment.	Teacher provides differentiated instruction and remediation to address learning gaps.



Strategy domains
Instructional Approach

Numeracy		
Tier 1: Basic strategies- (Red)	Tier 2: Developing strategies (Yellow) (built upon Tier 1 strategies)	Tier 3: Advanced strategies (built upon Tier 1 and 2 strategies) Green
Teacher provides explicit models and explanations of math concepts and skills, followed by student practice of modeled skills.	Teacher uses questioning and other interactive approaches to build student understanding when modeling and explaining math concepts and skills. Modeling/ explanation is followed by student practice.	Teacher provides opportunities for students to explore concepts and then draws on their ideas when modeling and explaining concepts and their application.

Literacy		
Tier 1: Basic strategies- (Red)	Tier 2: Developing strategies (Yellow) (built upon Tier 1 strategies)	Tier 3: Advanced strategies (built upon Tier 1 and 2 strategies) Green
Teacher provides explicit models and explanations of new skills and concepts, followed by student practice of modeled skills.	Teacher adds activities to construct meaning (or build knowledge) together with students.	Teacher gives students opportunities to apply skills in meaningful ways.



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