Interviews :   **EQUIP-T Lesson Mid V.4.4**

Region	Please select... ▼
District	Please select... ▼
School	Please select... ▼
Lesson ID	Please select... ▼
Team	Please select... ▼
Enumerator	Please select... ▼

surveybe....

New Interview

File Name	region_id	district_id	school_id	lesson_id	team_id	enumerator_id	Validated Timestamp	Errors	Warnings	Open	Validate

| Start | Observations | Class and teacher | Post Observation | End |

Start

Q.1 **Interviewer**: *Mark time when you (enumerator) enter the classroom.*

[_____] [Get time]

Q.2 **Interviewer**: *Enumerator arrived before lesson started?* ○ Yes (1) ○ No (2)

Q.3 **Interviewer**: *Is the lesson you are observing a multi-standard lesson?* ○ Yes (1) ○ No (2)

Hello. My name is …………. and I am working for OPM, a survey company from Dar-e-Salaam. I am here as part of a study to find out what is happening in schools in Tanzania. I would like to watch you lesson, make some notes, and then ask a few questions to the whole class. Are you happy for me to do this?

Q.4 **Interviewer**: *Confirm that you have read the consent statement and that the teacher has agreed* ○ Yes (1) ○ No (2)

| | Start | Observations | Class and teacher | Post Observation | End |

Observations

Observations

ID	SUBJECT	Q.1 *Select the subject of the lesson you are observing*	Q.2 *Mark beginning for lesson observation of SUBJECT*	Early	During	End	Q.3 *Mark the end of lesson observation for SUBJECT*	Q.4 Was reading, writing or a mix taught?	Q.5 *Record Yes if the teacher changes SUBJECT to start a new lesson in Maths or Kiswahili*
1	First subject	Please sel... ▾	☐ Get time	Early	During	End	☐ Get time	Please select... ▾	◯ Yes (1) ◯ No (2)
2	Second subject	Please sel... ▾	☐ Get time	Early	During	End	☐ Get time	Please select... ▾	◯ Yes (1) ◯ No (2)
3	Third subject	Please sel... ▾	☐ Get time	Early	During	End	☐ Get time	Please select... ▾	◯ Yes (1) ◯ No (2)

Early

Interviewer: *The observation tool contains a list of 3 teacher behaviours.*
Make sure that you understand the meaning of each teacher behaviour term.

Fill in during first 5 minutes of lesson.

The teacher...

States the objectives of the lesson, and introduces the topic in a clear way
Q.1 *Learning objectives are clearly stated at the beginning of the lesson.*
Teacher explanation is accurately and clearly presented with good signposting and makes strong connections to pupil experience.

○ No (0)   ○ Partly (1)   ○ Yes (2)

States what new skills or knowledge students will have by the end of the lesson
Q.2 *Teacher specifically states what new skills or knowledge the students should have acquired by the end of the lesson. For example, solving particular type of problems in maths or a specific writing skill in Kiswahili.*

○ No (0)   ○ Partly (1)   ○ Yes (2)

Checks for prior knowledge of the topic among the students
Q.3 *Teacher asks pupils about previous work covered in the topic and questions them about their understanding.*

○ No (0)   ○ Partly (1)   ○ Yes (2)

During

Interviewer: *Fill in during the lesson, at the same time as MAP tool!*

- *The observation tool contains a list of 10 teacher behaviours which may occur during the lesson.*
- *Make sure that you understand the meaning of each teacher behaviour term. They are further explained in the help screen.*
- *After the lesson has finished, fill in section which summarises teacher behaviour during the main stage of the lesson. Use the ticks you have recorded in this section during the lesson to guide your judgement.*

Tick one of the boxes beside each behaviour, each time you observe it

Teacher behaviour

ID	Observations	Help	Q.1 Obs1	Q.2 Obs2	Q.3 Obs3	Q.4 Obs4	Q.5 Obs5	Q.6 Obs6	Q.7 Obs7	Q.8 Obs8	Q.9 Obs9
1	asks students to demonstrate in front of class	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	asks open-ended questions	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	probes or comments on student answers	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	encourages students to ask questions	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	provides written or verbal feedback to students on their individual work	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	uses paired or group work	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	makes effective use of the chalk/black board	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	uses different instructional materials	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐
9	relates well to students and uses praise	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐
10	switches between Kiswahili and a vernacular language	Help	☐	☐	☐	☐	☐	☐	☐	☐	☐

asks students to demonstrate in front of class
Teacher calls on students to answer questions, explain ideas and report back on activities in front of the class.

asks open-ended questions
Teacher asks questions which have more than one answer.
Teacher asks questions which encourage speculation and require more than a 'yes' or 'no' answer or the recall of information.

probes or comments on student answers
Teacher asks the student for further explanation of his/her answer (PROBE).
Teacher uses student answer to give an example, or expands, or provides additional information (COMMENTS).

encourages students to ask questions
Teacher encourages students to ask questions to the teacher or to other members of the class.

provides written or verbal feedback to students on their individual work
Teacher provides spoken comments to students individually on their work.
Teacher provides written feedback such as marking of work, including formative feedback if the student has made mistakes or does not understand well.

uses paired or group work
Students carry out activities in pairs or in groups.

makes effective use of the chalk/black board
Teacher�s writing and diagrams are clearly laid out.

uses different instructional materials
Teacher makes use of a variety of instructional aids (not the blackboard or the textbook) such as maps, posters, tables, charts, real-life items.

relates well to students and uses praise
Teacher conveys enthusiasm through voice and body language.
Teacher has a good rapport with students.
Teacher uses encouragement and praise to give positive feedback.
Teacher calls on pupils by name to make a contribution to the lesson.

switches between Kiswahili and a vernacular language
Teacher code-switches between Kiswahili and a vernacular language during the teaching and learning process.

End

The teacher…

Q.1 **checks if students have acquired the new skills or knowledge stated in the introduction**
Teacher asks questions or uses another approach to find out if students have acquired the new skills or knowledge set out in the introduction.

○ No (0)   ○ Partly (1)   ○ Yes (2)

Q.2 **uses a plenary (whole class session) to summarise and extend learning**
Teacher draws the whole class together at the end of the lesson to summarise what has been covered in the lesson; consolidate and extend learning by directing pupils to the next stage of learning.

○ No (0)   ○ Partly (1)   ○ Yes (2)

Class and teacher

How many students are present in the lesson?
Q.1 Would boys please stand up.

Interviewer: *Count how many boys are present in the classroom.*

Would girls please stand up.
Q.2

Interviewer: *Count how many girls are present in the classroom.*

How many students have a pencil?
Q.3 Would everybody that has a pencil, please stand up.

Interviewer: *Count the number of pupils standing up!*

How many maths textbooks were used during the lesson?
Q.4 Please hold your maths textbooks up if you used them during the lesson
Interviewer: *Count the number of text books held up!*
if maths textbooks were not used during the lesson, write 0

How many Swahili textbooks were used during the lesson?
Q.5 Please hold your Swahili textbooks up if you used them during the lesson.
Interviewer: *Count the number of text books held up!*
If Swahili textbooks were not used during the lesson, write 0

How many students have a maths exercise book?
Q.6 Would everybody that has an maths exercise book, please stand up.

Interviewer: *Count the number of pupils standing up!*

How many students have a swahili exercise book?
Q.7 Would everybody that has an swahili exercise book, please stand up.

Interviewer: *Count the number of pupils standing up!*

Q.8 How many supplementary reading books are available in the classroom?
Interviewer: *Ask the teacher to show you the available supplementary reading books.* [Please select... ▼]

Q.9 Are the supplementary reading books clearly organised into levels of difficulty? ( ) Yes (1) ( ) No (2)

Q.10 Are the supplementary readers still in good or fairly good condition? [Please select... ▼]

Q.11 How many useable desk spaces are in the classroom?
Interviewer: *Count the number of desk spaces in the classroom.*

Q.12 Are instructional materials displayed on the walls? ( ) Yes (1) ( ) No (2)

Q.13 Interviewer: *Write down the name of the teacher.*

**Q.14 Interviewer**: *Write down the teacher code from the head teacher questionnaire*

Q.15 Interviewer: *Note down the teacher's gender.* ( ) Male (1) ( ) Female (2)

Lesson Plan

ID	SUBJECT	Teacher	
1	(unanswered) (unanswered)		Teacher
2	(unanswered) (unanswered)		Teacher
3	(unanswered) (unanswered)		Teacher

Q.16 Interviewer: *Mark the end of the observation.*   [ ] [Get time]

ASANTE SANA! / THANK YOU VERY MUCH!
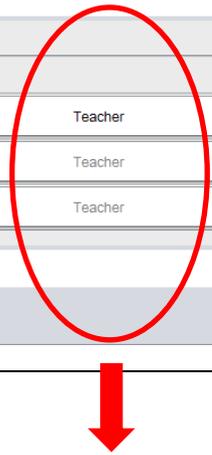
Teacher

Kiswahili Reading

Interviewer: *Address the teacher*

I would like to ask you a question on lesson planning

Q.1	**Do you have a lesson plan available for the lesson which just finished?** **Interviewer**: *If the teacher says yes, ask to see the lesson plan. Tick yes if the plan is available. If the plan is not in the classroom, tick no.*	◯ Yes seen (1)	◯ No (0)
Q.2	Has the lesson plan been checked by the head teacher or by another senior teacher? Interviewer: *Tick yes if there is written evidence on the lesson plan that it has been checked.*	◯ Yes seen (1)	◯ No (0)

| Start | Observations | Class and teacher | Post Observation | End |

Post Observation

Q.1 **Interviewer**: *Get time* | [Get time]

Post Observation

ID	SUBJECT	Observation summary	After	Classroom map
1	(unanswered)	Observation summary	After	Classroom map
2	(unanswered)	Observation summary	After	Classroom map
3	(unanswered)	Observation summary	After	Classroom map

Observation summary

Kiswahili Reading

Observation summary

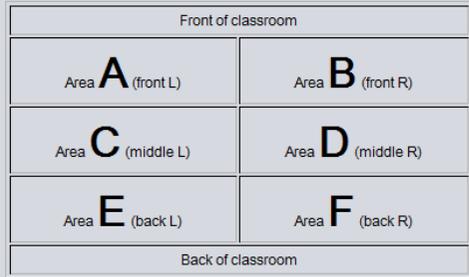| ID	Observations	Count	Q.1 Record frequency of behaviour		
1	asks students to demonstrate in front of class	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)
2	asks open-ended questions	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)
3	probes or comments on student answers	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)
4	encourages students to ask questions	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)
5	provides written or verbal feedback to students on their individual work	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)
6	uses paired or group work	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)
7	makes effective use of the chalk/black board	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)
8	uses different instructional materials	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)
9	relates well to students and uses praise	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)
10	switches between Kiswahili and a vernacular language	1	○ No (0)	○ Yes infrequently (1)	○ Yes frequently (2)

After

Kiswahili Reading

Interviewer: *Fill in after lesson is completed*

Q.1 Did the teacher leave the classroom during the lesson?	○ Yes (1)	○ No (2)
Q.2 How many minutes was the teacher out of the classroom?		
Q.3 Were the children engaged in a learning task while the teacher was out of the room?	○ Yes (1)	○ No (2)
Q.4 Did the students use textbooks during the lesson?	○ Yes (1)	○ No (2)
Q.5 Did the teacher give extra support during the lesson to children who don't speak Kiswahili as their mother tongue?	○ Yes (1)	○ No (2)
Q.6 Did the teacher listen to individual children reading a list of sounds or words or a paragraph, during the lesson?	Please select... ▼	
Q.7 Did the teacher use a phonics approach to teaching reading during the lesson where children sound out individual letters and letter groups?	○ Yes (1)	○ No (2)
Q.8 Did the teacher use any Big Books to read to the class or Teacher Read Aloud Books during the lesson?	○ Yes (1)	○ No (2)
Q.9 Did you see any children reading the supplementary readers, either to themselves or out loud, during the lesson?	Please select... ▼	
Q.10 Did the children take the supplementary readers home?	Please select... ▼	

Classroom map

Kiswahili Reading

<u>**Interviewer**</u>: *Fill in the summary numbers of interactions from the paper coding sheet.*

Front of classroom	
Area **A** (front L)	Area **B** (front R)
Area **C** (middle L)	Area **D** (middle R)
Area **E** (back L)	Area **F** (back R)
Back of classroom	

Q.1 Area A - number of boys

Q.2 Area A - number of girls

Q.3 Area B - number of boys

Q.4 Area B - number of girls

Q.5 Area C - number of boys

Q.6 Area C - number of girls

Q.7 Area D - number of boys

Q.8 Area D - number of girls

Q.9 Area E - number of boys

Q.10 Area E - number of girls

Q.11 Area F - number of boys

Q.12 Area F - number of girls

| Start | Observations | Class and teacher | Post Observation | End |

End

Q.1 Interviewer: *Select interview result.*
○ Complete (1   ○ Partially complete (2

Q.2 Interviewer: *Mark the end of the interview/test.*
[   ] [Get time]

Q.3 Interviewer: *Was there any issue, question or irregularity with this interview? Select all that applies and specify.*

☐ No, everything went fine (1)

☐ There were issues with CAPI, e.g. "Q5 in Teacher did not open" (specify) (2)

☐ There were issues with the protocols, e.g. "we were late" (specify) (3)

☐ There was a issue with the respondent/school/interview, e.g. "not very cooperative"(specify) (4)

☐ Something was not clear to me (specify) (5)

☐ There was something else noteworthy (specify) (6)

Q.4 Comment for enumerator
[   ]