

**Nigeria Teacher Development Programme  
(TDP) Impact Evaluation of Output 1: In-  
Service Teacher Training Endline Survey 2017**

Classroom observation instrument.

Excerpt from enumerator endline manual.

**October 2017**

# 1 Classroom observation

The aim of the classroom observation is to record the extent to which teachers interact positively with their pupils. We do this by recording what the teacher and pupils are saying and doing at 3-minute intervals during a lesson. At the end of the observation, you will also record the availability and use of materials, including those provided by TDP, and whether multiple grades are being taught in the same class.

One lesson will be observed for each selected teacher, and can cover any grade and subject he/she teaches. The head-teacher will only be observed if he/she teaches.

An overview of the classroom observation is in Box 1.

## Box 1: General guidance on classroom observation

- You will use the Classroom Observation questionnaire on your CAPI tablet to complete this exercise.
- Observe lessons for 3 teachers plus the head teacher if the head teacher regularly teaches classes, at each school.
- Obtain the teacher's schedule, and plan when you will do the observation. You can do the teacher interview before or after the lesson observation. Sometimes one team member will do a teacher interview while another does the lesson observation for the same teacher. In any case, you will need to seek consent from the teacher before beginning the lesson observation.
- Ensure you are observing a full scheduled class and that the teacher is not just putting on a short class for the sake of being observed.
- Utmost attention of the data collector is required for this instrument to be accurately completed.
- Observe, do not judge.
- Observe the lesson until it finishes or until the end of the 45<sup>th</sup> minute, whichever is earlier.
- Record the teacher's praise and reprimand of pupils **whenever they occur** during the lessons using the  button at the top of your CAPI screen.
- Record other teacher and pupil activities **at 3-minute intervals**, that is, at the 3<sup>rd</sup> minute, 6<sup>th</sup> minute, 9<sup>th</sup> minute, and so on up to the 45<sup>th</sup> minute. **You will use the timer application on your CAPI tablet to note the 3-minute intervals.**
- If the lesson finishes before the end of 45 minutes, select 'LESSONFINISHED' from the  button at the top of your CAPI screen.
- If the lesson is still in progress at the end of 45 minutes, you should end your observation, complete the remaining questions on the class observation questionnaire, and gently exit the class causing as little interruption as possible.

## 1.1 Introductory questions

Select the state name, LGA name and school name, teacher name and your name from the lists provided on the CAPI tablet, as in the other interviews.

The CAPI software will ask you to verify the teacher's name and to enter the teacher's full name if this has changed since the baseline survey in October-November 2014. You will also need to enter information about when you entered the classroom and teacher's consent to be observed.

### TEACHER NAME

#### Teacher name verification

Is your full name: [FIRST NAME and LAST NAME]?

- Yes
- No, it has changed
- No, I am not this person

**Yes** → Skip to question Time of classroom entry.  
**No, I am not this person** → Warning to check the teacher ID and that the correct lesson is being observed. If this is still the wrong teacher, **go check with the supervisor.**

#### Enter teacher's first name

*Record the teacher's first name.*

#### Enter teacher's last name or father's name

*Record the teacher's last name or father's name.*

### CLASSROOM ENTRY

#### Time of classroom entry

*Record the time at which you entered the classroom. Use 24-hour format e.g. 750 for 7:50am, 1330 for 1:30pm*

#### Classroom entry before lesson start

*Did you enter the classroom before the lesson started?*

- Yes
- No

#### Consent and Ready to start

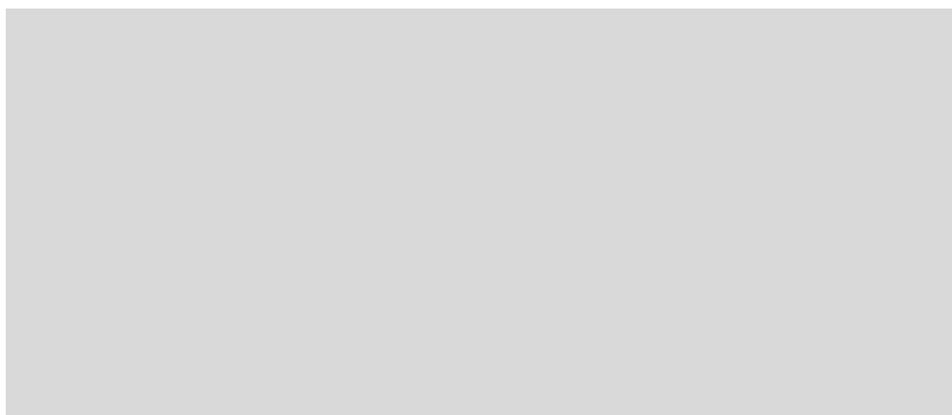
##### C.1. Consent

*Has the teacher given consent for you to observe his or her lesson?*

- Yes
- No

**No** → Skip to the Section: Interview Status and **inform the supervisor.**

If you are also interviewing the same teacher, you may seek joint consent for the interview and the classroom observation.



Sometimes one team member will do a teacher interview while another does the classroom observation for the same teacher. Regardless, you will need to seek consent from the teacher before beginning the classroom observation

### C.2. Ready to start?

*Are you ready to start the lesson observation?*

- Yes

If the lesson has not already begun, then wait until it does begin.

To determine if the lesson has begun, you can use the following cues:

- New teacher enters the classroom and is greeted by the pupils
- New or existing teacher erases writing on the blackboard from the previous lesson and writes the new subject, date, etc. on the blackboard
- This could be accompanied by the teacher saying, “Today we will learn about ...”

Once you have selected ‘**Ready to start**’ on the CAPI screen you can begin observing the **lesson** by answering the questions about teacher talk, teacher language, teacher action and pupil activity for each 3-minute interval.

The teacher selected to be observed may teach a lesson while being assisted by a **co-teacher(s)** who may perform a number of functions such as classroom management, distributing notebooks/handouts/teaching aids etc. **We are only interested in the teacher talk, teacher language and teacher action of the selected teacher who is being observed.**

## 1.2 Recording the observed teacher behaviours and pupil activity

In the CAPI software, the screen on the tablet for each 3-minute interval will look as shown below. For each 3-minute interval you will select the observed teacher talk, teacher language, teacher activity and pupil activity. You have to select **one** option under **each** heading that best describes what is happening. The options are described in more detail below.

<b>Lo3</b>		
<i>Observe class at 3 minutes</i>		<i>The minute of the interval (3, 6, 9, etc.) being observed is shown at the top left of the screen.</i>
-----TEACHER TALK-----		What is the teacher saying?
Instructs /presents dictates	<input type="checkbox"/>	
Chants	<input type="checkbox"/>	
Explains	<input type="checkbox"/>	
Closed question / response	<input type="checkbox"/>	
Open question / response	<input type="checkbox"/>	
Assists /group discussion	<input type="checkbox"/>	
None of the above	<input type="checkbox"/>	
-----TEACHER LANGUAGE-----		What language is the teacher speaking?
Hausa	<input type="checkbox"/>	
English	<input type="checkbox"/>	
Other	<input type="checkbox"/>	
Teacher was silent/teacher was not present in class	<input type="checkbox"/>	
-----TEACHER ACTIVITY-----		What is the teacher doing?
Writes on / reads from blackboard	<input type="checkbox"/>	
Demonstrates / displays work	<input type="checkbox"/>	
Moves around among pupils	<input type="checkbox"/>	
Uses textbook	<input type="checkbox"/>	
Uses materials (printed / improvised)	<input type="checkbox"/>	
None of the above	<input type="checkbox"/>	
-----PUPIL TALK AND ACTIVITY-----		What are the children doing and saying?
Group discussion / presentation	<input type="checkbox"/>	
Group or pair work	<input type="checkbox"/>	
Respond to open question	<input type="checkbox"/>	
Respond to closed question	<input type="checkbox"/>	
Individual work	<input type="checkbox"/>	
Listen to teacher	<input type="checkbox"/>	
Chant	<input type="checkbox"/>	
Wait or copy while teacher writes on board	<input type="checkbox"/>	
None of the above	<input type="checkbox"/>	

### 1.3 Teacher talk

Under the TEACHER TALK heading, choose the option below that best fits what the teacher was saying at the 3-minute interval.

1. **Instructs / presents / dictates** – Teacher talks to the whole class but does not question or give feedback. He/she might be giving **instructions**, ‘**presenting**’ some text directly from the textbook or the blackboard or **dictating** a text for pupils to write. Examples:
  - **Instructs**: Teacher saying “today we will learn about shapes. Open your notebooks and copy these drawings of shapes from the blackboard”. **Note that classroom management instructions** such as “sit down”, “stand up and raise your hands”, etc. **does not count as instructions** here.
  - **Presents**: Teacher reading directly from a textbook or the blackboard without any additional own explanation. This could include reading out a story, poem or a passage.
  - **Dictates**: Teacher says “open your notebooks and start writing as I say, “There are seven, s-e-v-e-n, days in a week””; or “Today I will give you a spelling test. Write in your notebooks. First word is umbrella...”um-bre-lla”. Second word is machine...”ma-sheen””.
2. **Chants** - The teacher asks pupils to repeat what he/she has said leading a whole class chant. This could include pupils repeating what the teacher has said; a poem; chorus song; or the whole-class reading out aloud from a text. Chants are usually preceded by the teacher saying “Say/repeat after me”. Example:
  - Teacher says, “Repeat after me...Today is Monday...”, and the pupils repeat together, “Today is Monday”.
3. **Explains** – Teacher explains how something works or how to do a certain task, often using a teaching aid but not necessarily so. This is different from instructions in that it does not involve telling pupils what to do but rather how to do it and typically involves breaking down single activities or concepts into smaller, easier sub-activities. Examples:
  - The teacher may say, “Do this addition sum:  $3+2=?$ ”. This is an instruction, while an explanation would be the teacher saying “Here are three apples and here are two more apples. When we put them all together, they add up to 1-2-3-4-5, five apples. So  $3+2$  is equal to 5”.
  - Teaching drawing or explaining scientific processes (with or without use of models or equipment) will usually be included here. The teacher may say, “Today you will all draw a duck. Look at my drawing on the board and try it yourself. First draw the beak, then the head. Draw an eye and then draw the neck...”

Explanation is different from presenting as defined in Behaviour 1 above. Presenting involves reading directly from the textbook or blackboard, but explanation would mean the teacher adds contents to the text from her/his own to make the text/concept simpler for the pupils.

Teachers sometimes ask short questions such as ‘Okay? Understood?’ to ensure the children are following while they explain things. If the teacher is doing this at the 3-minute interval, select **Explains** rather than **Closed question / response**.

4. **Closed question / response** – The teacher asks a closed question, which has only one right answer or only a short answer, usually for the pupils to remember facts; or answers pupils’ questions in a way that closes the conversation, even if the pupils’ question was an open one. Examples:
  - Teacher asks, “Children, what is the capital of Nigeria?”; Pupils, “Abuja” or “the capital of Nigeria is Abuja”. Here there is only one right answer.

- Teacher asks, “Children, tell me...do you enjoy coming to school?”; Pupils, “Yes teacher, we/I do” or “No teacher, I/we don’t”. Though both answers are correct, they are brief and it closes the conversation.
  - Pupil asks, “Teacher, how can I grow up to become a doctor?” Teacher, “Study hard”.
5. **Open question / response** – The teacher asks a question that has many possible answers so that pupils imagine or analyze; or answers pupils’ questions in a way that invites further discussion or thought, even if the pupil’s question was a closed. Examples:
- Teacher asks, “Children, why do you like coming to school?”; Pupil 1, “Because I like meeting my friends”; Pupil 2, “...because I like to read books”; Pupil 3, “...because I want to study and be a doctor when I grow up.”
  - Pupil asks, “Teacher, how many states does Nigeria have?”. Teacher, “Ok, that is a good question...let us try to answer it together. Each of you will name a state and I will write it on the blackboard and we will then count. Aminu, tell me the name of a state”. Aminu, “Kaduna”. Teacher, “Good. Aisha, tell me the name of another state...”
6. **Assists / group discussion** – The teacher helps groups of pupils or individual pupils, or joins pupils’ discussions. This may typically involve the teacher moving around individual pupils or groups, stopping to check on them and assist them.
7. **None of the above:** The teacher’s behavior does not fit any of the other options. The teacher may be silent, on the phone, have stepped outside the classroom, or talking to a colleague, or they may be talking to the pupils in a way that does not fit the options above. For example, they may be asking the pupils to remain quiet or generally managing the class.

## 1.4 Teacher language

Under the TEACHER LANGUAGE heading, record the language spoken by the teacher at the time of the interval: Hausa, English, another language, or ‘Teacher was silent/ teacher was not present in class’.

Teachers sometimes “code-switch” – alternate between Hausa and English or other languages, sometimes even within the same sentence. **We are interested in the language spoken by the teacher at the end of the 3-minute interval, not in the general language of instruction being used in the class.**

Example: “a yau za mu /karanta wani labari game da Little / Red Riding Hood”.



If the 3-minute interval ended here select **Hausa**



If it ended here select **English**

## 1.5 Teacher activity

Under the TEACHER ACTIVITY heading, choose the option below that best fits what the teacher was doing at the 3-minute interval.

1. **Writes on / reads from blackboard** – The teacher writes on or reads out aloud from the blackboard. Examples:

- The teacher writes mathematical exercises from the textbook or homework assignments on the blackboard.
- The teacher reads out aloud what has been written on the blackboard.

If the teacher is using the blackboard to demonstrate a concept and not just writing out a phrase or copying from the textbook, then select **Demonstrates / displays work**.

2. **Demonstrates / displays work** – Teacher uses the blackboard to explain a concept or problem, shows how to solve a mathematics problem, illustrates a grammar or spelling point, or holds up a pupil's exercise book to explain something. If the teacher uses a textbook or materials to demonstrate something, select **Uses textbook** or **Uses materials** (below).
3. **Moves around among pupils** – Teacher moves away from the front of the class and may look at pupils' work or join group discussions. Generally, this is not accompanied by any of the other behaviours 1, 2, 4 or 5. If the teacher demonstrates something or displays work while moving around, select **Demonstrates / displays work**. If the teacher uses the textbook while moving around, select **Uses textbook**. If the teacher uses materials while moving around, select **Uses materials**.
4. **Uses textbook** – Teacher explains something from the textbook; explains a task in the textbook; or reads from the textbook.
5. **Uses materials (printed / improvised)** – Teacher uses printed materials (other than textbooks) or improvised materials, or observes as pupils using these materials under her/his guidance. Improvised materials include something that the teacher or pupils have made.

**None of the above:** The teacher's behaviour does not fit any of the other options. The teacher might be doing nothing, or have stepped outside; or might be interacting with the pupils but in a way that does not fit the above options.

## 1.6 Pupil talk and activity

Under the PUPIL TALK AND ACTIVITY heading, choose the option below that best fits what the pupils were doing at the 3-minute interval. If different pupils are doing different things, then choose the option that fits the largest number of pupils.

1. **Group discussion / presentation** – Pupils are organised in groups or pairs and discuss a topic, or are reporting back on the results of a group discussion or group work.
2. **Group or pair work** – Pupils are organized in groups or pairs to complete some task. They have either started the task, or are organized in groups and waiting to be told how to start the task or continue.
3. **Respond to open question** – One or several pupils respond to a question that has many possible answers and invites discussion.
4. **Respond to closed question** – One or several pupils respond to a question that only has one right answer or can be answered with a short response.
5. **Individual work** – Pupils work on their own tasks individually, using independent thought in the process, for example, pupils completing exercises set by the teacher.

6. **Listen to teacher** – Pupils listen to the teacher while he/she speaks.
7. **Chant** – Pupils repeat what the teacher has said in a whole class chant. This could include pupils repeating what the teacher has said; a poem; chorus song; or the whole-class reading out aloud from a text. Chants are usually preceded by the teacher saying “Say/repeat after me”. Example:
  - Teacher says, “Repeat after me...Today is Monday...”, and the pupils repeat together, “Today is Monday”.
8. **Wait or copy while the teacher writes on the board** – Pupils wait while the teacher writes on the blackboard without talking, or copy what the teacher has written on the board. Example:
  - The teacher writes mathematical exercises from the textbook or homework assignments on the blackboard.
  - The teacher has written an English passage on the board and the pupils copy it.

If the pupils are individually working on a problem or question that the teacher has written on the board, then select **Individual work** (above). If the teacher is talking while writing on the board and the pupils are listening, select **Listen to teacher** (above).
9. **None of the above:** The pupils’ behaviour does not fit any of the above options. They may be doing and saying nothing, staring out of the window (but not waiting while the teacher writes something), playing, or any other activity that does not fit the above options.

## 1.7 Praise and reprimand

The effectiveness of teaching and learning depends on the extent to which the teacher manages and supports pupils with sanctions (reprimands) and rewards (praise). This section of the questionnaire examines if teachers use praise at least as much as they reprimand their pupils.

Each time the teacher praises or reprimands a pupil you have to record it on your CAPI tablet. Instances of praise and reprimand will be recorded continuously as they occur during the course of the lesson.

**Praise** is defined to include any positive comments (for example, “That’s great!”, “Very good!”, “Well done!”, “Clap yourself!”) by the teacher towards one, several or all pupils, and also includes asking the class to applaud; giving them sweets or gifts etc. Some phrases are ambiguous (Hausa ‘Yo wa!’, ‘Okay!’) and can be counted as praise when they are clearly used to commend or encourage one or several pupils, but not when used just to manage the classroom or within an explanation.

**Reprimand** is defined to include any negative teacher response to pupil behavior including physical or other punishment and telling off one, several or all pupils. It includes a severe scolding; a stinging rebuke or censure; a verbal whipping such as shut-up; go away, get out etc. *Note that class management statements such as “sit down”, “be quiet” do not count as a reprimand for this observation.*

In classes with a co-teacher, do not record praise or reprimand by the co-teacher.

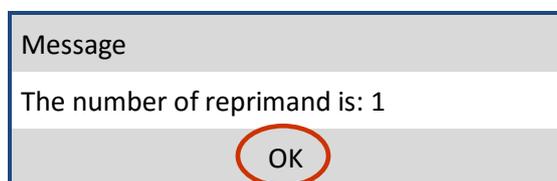
To record praise or reprimand:

- **1:** Tap on the icon  at the top right of the tablet screen.
- **2:** A pop-up window will open up asking if you want to record a praise or a reprimand. Select accordingly (Figure 1).
- **3:** You will receive a message showing the number of praises and reprimands. Select OK and continue with the lesson observation (Figure 2).

**Figure 1: Praise and reprimand pop-up box**



**Figure 2: Praise and reprimand: 'OK'**



## 1.8 Ending an observation before or at 45 minutes

The end of a lesson may not always be obvious. You will use the following cues to determine if the lesson has ended:

- School bell rings marking the end of the lesson.
- Teacher rubs the blackboard and writes the name of a new subject/topic.
- A new teacher comes to the class and starts teaching.
- Existing teacher leaves the class for more than a few minutes and does not come back.
- Any verbal declaration by the teacher. For example, the teacher says, “Ok, that is all for this lesson today. I will see you’ll tomorrow again when we will learn about...”

But if the 45<sup>th</sup> minute has not been reached yet and the teacher turns to you and says “Okay, I have finished my lesson now” but the pupils remain seated in the classroom, and no new lesson is starting, tell the teacher that you want to observe until the end of the scheduled lesson, and **continue observing**.

The classroom observations will last for a maximum of 45 minutes. This means that:

- **If the lesson being observed finishes before 45 minutes have passed**, tap on the  icon at the top right of the tablet screen and select ‘LESSONFINISHED’. You will be asked to confirm that the lesson has ended twice. Then you will automatically be taken to the final untimed questions in the section called ‘Section After’. This is shown in Figure 3.
- **If the lesson carries on for more than 45 minutes**, CAPI will stop asking the teacher and pupil behavior questions after the 45<sup>th</sup> minute and take you to the section called ‘Section After’ to complete the final untimed questions. You will have to complete these

questions and then quietly exit the classroom causing as little disruption as possible to the normal flow of the class.

**Figure 3: Ending a lesson observation before 45 minutes**

Praise
Reprimand
<b>LESSONFINISHED</b>
End interview

Lesson has finished
<b>Yes</b>
No

Has the lesson finished?
<b>Yes</b>
No

### 1.9 Concluding the lesson observation

After finishing the observation, answer the following questions before leaving the classroom.

**C.16. Lesson ongoing**  
 Was the lesson still ongoing when you finished recording actions?

Yes  
 No

**C.17. Pupils attending**  
 Number of pupils attending this class today.

*Count the number of pupils in the classroom and enter the number of pupils present.*

Record the number of pupils you can see at the end of your observation – some may have entered or left since the beginning.

If the lesson has ended, count the pupils immediately before they leave the classroom.

**C.18. Actions at end of lesson**

Which of the following actions did you observe at the end of the lesson?

*Tick all that apply.*

- Teacher summarised day’s lesson
- Teacher revisited lesson’s objectives
- Teacher gave pupils homework
- None of the above

*This question is only asked if the response to question C16 is ‘No’.*

**C.19. Resources**

Which of the following resources did you observe being used?

*Tick all that apply. Please consider resources that were used during the lesson, rather than ones that were just present in class and not being used.*

- Teacher’s textbook
- Functioning blackboard/whiteboard
- Chalk/marker
- Poster, chart or pictures
- Resources made by the teacher (i.e. lesson plan, handouts, etc.)
- Tools or objects from the local environment
- Audio
- Video
- Science equipment
- Other equipment
- None of the above

“Tools or objects from the local environment” refers to items from the immediate surroundings without any improvisation (e.g. toys, jewelry, plants, sand, stones etc.).

**C.20. Subject observed**

Subject observed:

- English ○
- Mathematics ○
- Social studies ○
- Primary science / basic science and technology (including Computer Studies/ICT; Health Science) ○
- Islamic studies ○
- Christian religious studies ○
- Home economics ○
- Agriculture ○
- Civic education ○
- Hausa ○
- Arabic ○
- Cultural and creative arts ○
- Other (Specify) ○

Record which main subject you observed being taught by the selected teacher during the observed lesson.

## 1.10 Availability and use of TDP materials in the classroom

This section asks about the availability and use of materials provided by the Teacher Development Programme (TDP) in the observed classroom. **You should only record information for TDP materials not for similar materials provided by other programmes or agencies.** For example, if you observe the teacher using flashcards during the lesson but they are not provided by TDP select 'No' to the two questions on availability and use of TDP flash cards, or if you observe teachers using English lesson plans they have made themselves select 'No' to the two questions on availability and use of TDP lessons plans for English. TDP materials are shown in Box 2 below.

However, for lesson plans you can include ESSPIN lesson plans, which may have been provided by TDP.

### AVAILABILITY AND USE OF TDP MATERIALS IN THE CLASSROOM

#### Q1. English displayed

*Was a TDP poster for English displayed on the wall in the classroom?*

- Yes
- No
- Don't know

#### Q2. Maths displayed

*Was a TDP poster for maths displayed on the wall in the classroom?*

- Yes
- No
- Don't know

**Box 2. TDP materials**

### TDP wall posters on English / maths / science topics



**Direct and Indirect Speech**

**Direct Speech**      **Indirect Speech**

I'm hungry?      The donkey said it was hungry.

Let's change these examples from direct to indirect speech...

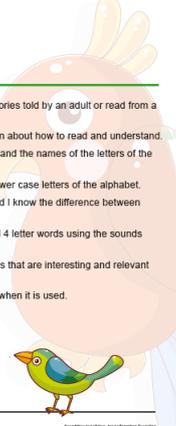
1) She said that she loved homework.      2) He said that the car was going too fast.      3) He asked where the pain was.

To change speech from direct to indirect we have to:

1. Use s/he said that or asked...
2. Change the verb from the present form to the past form.

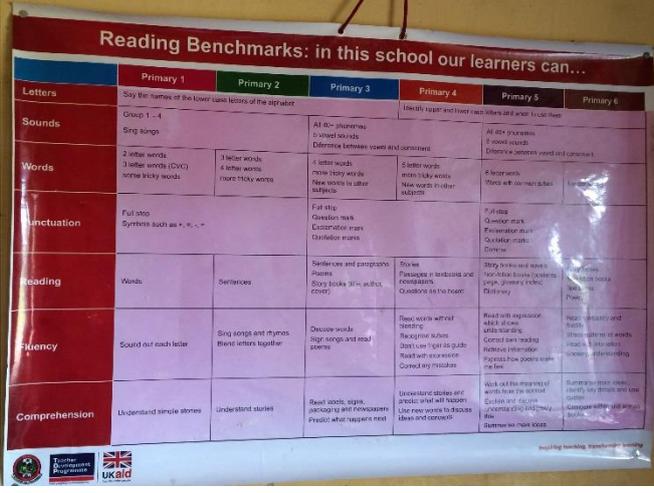
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### 'I can read' poster

I am in Primary 2 and I can read!	I am in Primary 3 and I can read!
 <ol style="list-style-type: none"> <li>1. I can listen and understand stories told by an adult or read from a book about my life.</li> <li>2. I can use my language to learn about how to read and understand.</li> <li>3. I can say all the letter sounds and the names of the letters of the alphabet.</li> <li>4. I can identify the upper and lower case letters of the alphabet.</li> <li>5. I know the 5 vowel sounds and I know the difference between vowel and consonant sounds.</li> <li>6. I can read 2 letter, 3 letter and 4 letter words using the sounds I know.</li> <li>7. I can read my name and words that are interesting and relevant to me.</li> <li>8. I know what a full stop is and when it is used.</li> <li>9. I can read a sentence.</li> <li>10. I can read a story.</li> <li>11. I can read 21 tricky words.</li> </ol> 	 <ol style="list-style-type: none"> <li>1. I can listen and understand stories told by an adult or read from a book about my life and the world around me.</li> <li>2. I can use my language to learn and understand English.</li> <li>3. I can say all the letter sounds.</li> <li>4. I can say the names of the letters of the alphabet and I can identify the upper and lower case letters of the alphabet.</li> <li>5. I know the 5 vowel sounds and I know the difference between vowel and consonant sounds.</li> <li>6. I can read 2 letter, 3 letter and 4 letter words using the sounds I know.</li> <li>7. I can read 41 tricky words.</li> <li>8. I can read sentences and paragraphs.</li> <li>9. I can sing songs and read poems.</li> <li>10. I can read words on signs, flash cards, labels, packaging and in newspapers.</li> <li>11. I can read new words I have learnt in other subjects.</li> <li>12. I can read story books. I know what an author, title and cover are.</li> <li>13. I can listen to stories and invent my own.</li> <li>14. I can write my own stories.</li> <li>15. I can predict what might happen in a story I am listening to.</li> <li>16. I know about punctuation and when it is used.</li> </ol> 

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### Reading benchmark poster



**Reading Benchmarks: in this school our learners can...**

	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
<b>Letters</b>	Say the names of the lower case letters of the alphabet					
<b>Sounds</b>	Group 1 - 4 Sing songs		All the phonemes 5 vowel sounds Differentiate between vowel and consonants		All the phonemes 5 vowel sounds Differentiate between vowel and consonants	
<b>Words</b>	2 letter words 3 letter words (CVC) some tricky words	3 letter words 4 letter words more tricky words	4 letter words more tricky words New words in other subjects	5 letter words more tricky words New words in other subjects	6 letter words Words with one more syllable	7 letter words Words with two more syllables
<b>Punctuation</b>	Full stop Symbols such as +, =, -		Full stop Question mark Exclamation mark Apostrophe	Full stop Question mark Exclamation mark Apostrophe	Full stop Question mark Exclamation mark Apostrophe	Full stop Question mark Exclamation mark Apostrophe
<b>Reading</b>	Words	Sentences	Sentence and paragraphs Poems Story books, signs, notices, posters	Stories Passages in textbooks and newspapers Questions in the text	Story books and newspapers Textbooks (novels, biographies, poems, general interest, literary)	Textbooks (novels, biographies, poems, general interest, literary)
<b>Fluency</b>	Sound out each letter	Sing songs and rhymes Recite letters together	Decode words Sing songs and read poems	Read words with real blending Recognise letters Signs on 'road' signs Read with one more or correct any mistakes	Read with expression Identify the main idea Control own reading Predict the main idea Recognise how poems are written	Read fluently and with expression Identify the main idea Control own reading Predict the main idea Recognise how poems are written
<b>Comprehension</b>	Understand simple stories	Understand stories	Read books, signs, packaging and newspapers Predict what happens next	Understand details and predict what will happen Use new words to describe ideas and concepts	Work out the meaning of words from the context Understand the main idea Use new words to describe ideas and concepts	Summarise main ideas Understand the main idea Use new words to describe ideas and concepts

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### TDP Flash Cards



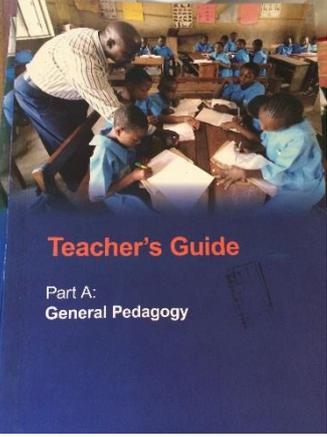
lots, last, garden, air, or, been, giant

### TDP Lesson Plans (include ESSPIN lesson plans)



Literacy lesson plan  
Primary 6  
Term 2, weeks 11-20

### Teachers' guides



Teacher's Guide  
Part A:  
General Pedagogy

### Amplifier



**Q3. Science displayed**

Was a TDP poster for science displayed on the wall in the classroom?

- Yes
- No
- Don't know

**Q4. Use of TDP poster**

Did the teacher use a TDP poster [**SUBJECT**] for instruction during the lesson?

- Yes
- No
- Don't know

*Note this question is only asked if English, Maths or Primary science / basic science and technology (including Computer Studies/ICT; Health Science) subjects were selected in C20 and the answer to Q1/Q2/Q3 is Yes.*

**Q5. Reading benchmark**

Was a TDP reading benchmark / I can read poster displayed on the wall in the classroom?

- Yes
- No
- Don't know

**Q6. Functioning amplifier**

Was a functioning amplifier available in the classroom during the lesson?

- Yes
- No
- Don't know

**Q7. TDP audio clips**

Did the teacher use a mobile phone and/or amplifier to play TDP audio clips during the lesson?

- Mobile phone
- Amplifier
- Mobile phone and amplifier
- Neither used
- Don't know

*If the response to Q6 is 'No' the options 'Amplifier' and 'Mobile phone and amplifier' should not be selected for Q7.*

**Q9. Observe TDP flash cards**

Did you see TDP flash cards in the classroom during the lesson?

- Yes
- No
- Don't know

*No or Don't know → Skip to question Q11.*

**Q10. Use TDP flash cards**

*Did the teacher use TDP flash cards in the classroom during the lesson?*

- Yes
- No
- Don't know

**Q11. Observe TDP teacher's guide for pedagogy**

*Did you see a TDP teacher's guide for pedagogy in the classroom during the lesson?*

- Yes
- No
- Don't know

**No or Don't know** → Skip to question Q13.

**Q12. Use TDP teacher's guide for pedagogy**

*Did the teacher use a TDP teacher's guide for pedagogy during the lesson?*

- Yes
- No
- Don't know

**Q13. Observe TDP teacher's guide for the subject taught**

*Did you see a TDP teacher's guide for [SUBJECT] in the classroom during the lesson?*

- Yes
- No
- Don't know

*Note this question is only asked if English, Maths or Primary science / basic science and technology (including Computer Studies/ICT; Health Science) subjects were selected in C20.*

**No or Don't know** → Skip to question Q15.

*Note the subject is automatically filled in based on the response to the question 'Subject observed'.*

**Q14. Use TDP Teacher's guide for subject the taught**

*Did the teacher use a TDP teacher's guide for [SUBJECT] during the lesson?*

- Yes
- No
- Don't know

*Note the subject is automatically filled in based on the response to the question 'Subject observed'.*

**Q15. Observe TDP lesson plan for the subject taught**

*Did you see a TDP lesson plan for [SUBJECT] in the classroom during the lesson?*

- Yes
- No
- Don't know

*Note this question is only asked if English, Maths or Primary science / basic science and technology (including Computer Studies/ICT; Health Science) subjects were selected in C20.*

**No or Don't know** → Skip to question Q17.

*Note the subject is automatically filled in based on the response to the question 'Subject observed'.*

**Q16. Use TDP lesson plan for the subject taught**

*Did the teacher use a TDP lesson plan for [SUBJECT] during the lesson?*

- Yes
- No
- Don't know

*Note the subject is automatically filled in based on the response to the question 'Subject observed'.*

## 1.11 Multi-grade Teaching

The next questions are about multi-grade teaching, the grades covered and co-teaching in the observed classroom.

### MULTI-GRADE TEACHING

**Q17. Multi-grade teaching**

*Record if there was multi-grade teaching during this lesson. Multi-grade teaching means that pupils from different classes were taught in the same classroom at the same time. E.g. pupils from class 1 and pupils from class 2 were taught in the same classroom at the same time.*

- Yes
- No
- Don't know

It does not matter whether one teacher or multiple teachers take the different classes. Select 'Yes' if multiple classes were taught in the same room.

**Q18. Class**

Classes observed:

- class 1
- class 2
- class 3
- class 4
- class 5
- class 6

*Note that for this question, if the response to Q17 is 'Yes' multiple classes can be selected but if the response to Q17 is 'No' one class only can be selected.*

**Q19. Co-teaching**

Did you observe co-teaching in this class?

- Yes
- No

Co-teaching means more than one teacher take a lesson. For example, a second teacher may assist with classroom management, distributing books, etc.

## 1.12 Exiting

End the interview by recording the outcome as in the other questionnaires. Thank the teacher at the end of the observation unless he or she is still teaching, in which case you should leave without interrupting. If the teacher asks for feedback on their teaching, tell her/him that you are only here to observe, and thank them for their help with the survey.