



A step-by-step guide for Coaches (SQAOs, TSC District Officers and Head Teachers) to conduct regular classroom observation and provide feedback to support teachers at the classroom level



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## Message from the Minister of Basic and Senior Secondary Education

Teaching is one of the most important and impactful professions in the world. It has the power to shape the minds and futures of young people, and to inspire and empower them to achieve their full potential. Teaching can foster creativity, critical thinking, computational thinking, and civic mindedness, which serve students well throughout their lives.

However, despite the vital role that teachers play, they do not always have the tools and support they need to deliver high-quality, engaging, and meaningful education to their students. Teachers are expected to do more with less. They are expected to overcome significant challenges such as large class sizes or limited teaching learning materials, and have no one to go to for support.

The Government of Sierra Leone is working to change this. For instance, the Continuous Professional Development (CPD) program described in this *Coaching Manual* will be a critical tool to support teachers in their everyday tasks, no matter where they are. My hope is that this program can reach every single teacher in the country, empowering them to learn from and with each other, every day—as lifelong learners.

School Quality Assurance Officers (SQAOs), TSC District Officers, Headteachers: this *Coaching Manual* is written for you. It provides step-by-step guidance through the process of observing and coaching teachers and should be carried by coaches into classroom observations and coaching sessions. If we implement this CPD program well, we are embarking on the greatest transformation of teaching in our decade. Let's work together to support teachers to continuously improve their craft and make a positive impact in the lives of their students.



## Acknowledgment

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## Context

Developing teacher capacities to facilitate classroom learning is one of the most pertinent challenges of education systems. Research indicates that Continuous Professional Development (CPD) that is tailored, practical, focused and ongoing yields best results in terms of improving teacher practices and ultimately student learning. One of the most effective modalities that exemplify these four characteristics is the one-on-one coaching model, where teachers receive regular classroom observations and tailored feedback based on those observations.

In line with this thinking, the Teaching Service Commission (TSC) developed a classroom observation-based Coaching program for Primary school teachers across Sierra Leone. By developing a program that makes a ‘Coach’ available to teachers at the school level, the Government enables teachers to continuously develop their skills and receive regular feedback on the trajectory of their improvement. The program will involve:

1. *Headteachers* observing classrooms and providing feedback to individual teachers (through a 30-minute-long coaching session) at least one per month. In addition, headteachers will coordinate with Lead Teachers on the implementation of monthly 1-hour-long Teacher Learning Circle sessions. During these sessions, teachers will be able to learn from the coach and their peers.
2. *School Quality Assurance Officers (SQAOs) and TSC District Officers (DOs)* observing classrooms and providing feedback to each school on a quarterly basis. SQAOs and TSC DOs will support headteachers in their process of strengthening their instructional leadership at the school level.

The national implementation of Sierra Leone’s CPD program will involve training 172 SQAOs, 16 TSC DOs and Head Teachers of 6,663 schools on a structured Classroom Observation Tool and a scripted Coaching methodology that they will use to provide ongoing and tailored support to approximately 33,000 teachers.

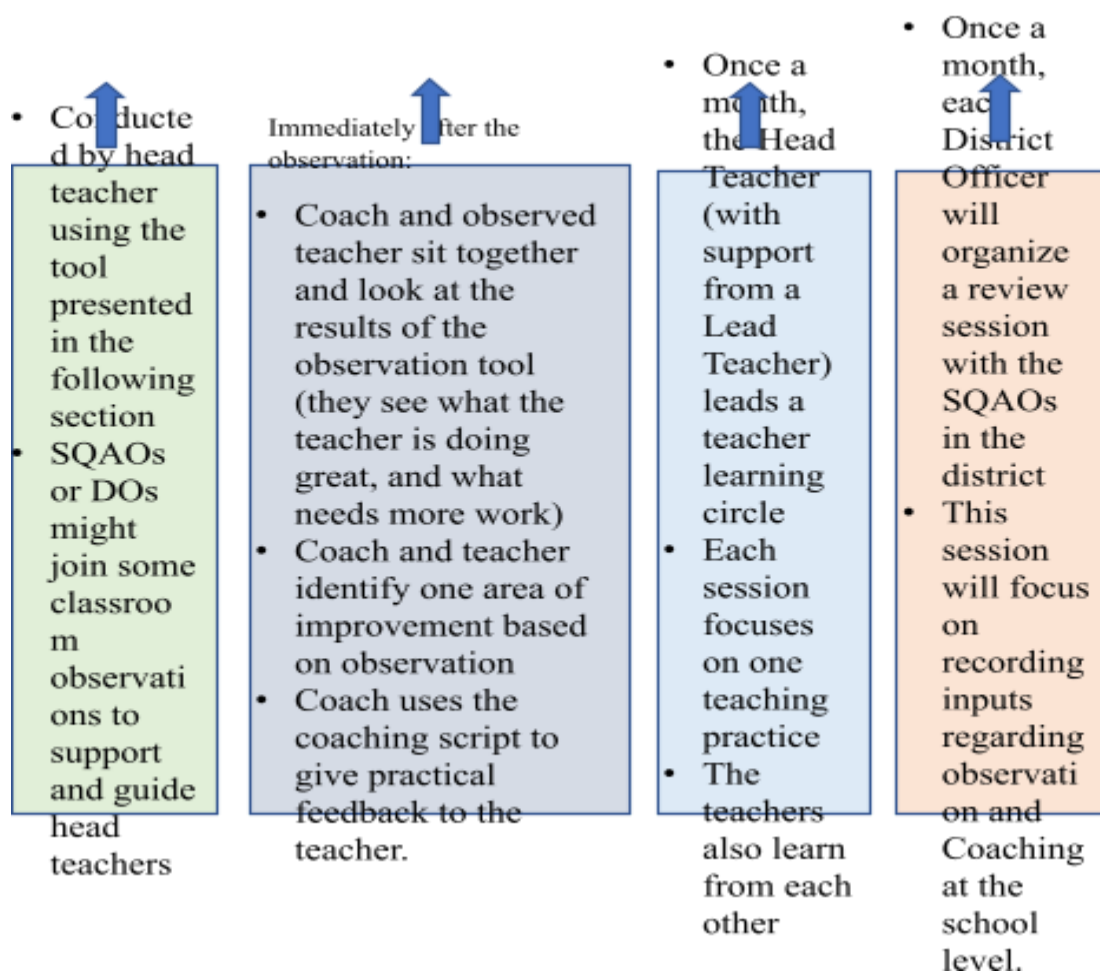
Four steps need to be conducted to ensure teachers have the support to improve on the teaching practices:

- 1) Step 1: Classroom Observation
- 2) Step 2: Coaching after observation
- 3) Step 3: School-level teacher Learning Circle session



#### 4) Step 4: District level review

The key steps to the program are explained in Figure 1 below:





## Introduction to the Manual

This manual provides a step-by-step guide on how a Coach can conduct classroom Observation and coaching to support teachers at the classroom level, and how a school principal and lead teacher can lead a Teacher Learning Circle session. The prime users of this manual are SQAOs, TSC DOs and Head Teachers who will be trained as Coaches as part of the program and will conduct regular observations and Coaching sessions with teachers.

The manual will enable its users to understand:

- The design and key steps of the CPD program being implemented in Sierra Leone, namely: Observation, Coaching, and Teacher Learning Circles
- What are the key teaching practices in the observation tool and how to measure each teaching practice in the classroom
- What are the key steps of impactful Coaching. The manual provides detailed coaching guides for five key teaching practices which the coaches can use to conduct a session with teachers after every observation
- The structure of Teacher Learning Circle sessions to be led by Headteachers (with support of the Lead Teacher if needed). The SQAOs and District Officers will provide support to the HeadTeachers where possible by visiting the sessions.





## Step 1: Classroom Observation

The Classroom Observation Tool for Sierra Leone was designed taking on account global research and international best practices, the country's teaching standards, and inputs from key stakeholders at all levels of the system (teachers, head teachers, SQAOs, TSC and MBSSC staff). The Coaching program in Sierra Leone will focus on the following key foundational learning skills:

- Maximizing the learning time of students
- Creating a conducive learning environment for students
- Promoting positive behaviours within the classroom
- Ensuring that students can learn key concepts of a lesson
- Developing students' critical thinking skills

This section provides Sierra Leone's classroom observation tool for primary, including the selected teaching practices and the scale that the Coach will use to observe and score how each teacher is performing against each teaching practice. Based on the results of the classroom observation, the Coach select the teaching practice on which he/she will provide coaching to the teacher. The Coach will:

1. First, do the observation using the observation tool
2. Second, use the scale of each teaching practice to give teacher the score
3. Third, the coach and the teacher will sit together for the coaching session focusing on the teaching practice where the teacher needs most support.



## Observation Tool

### Page 1: Recording of the observation



Classroom Observation Tool/Record of Coaching Visit										
General Information										
School name										
Teacher name										
Coach name						Date				
Coach designation (circle one)	SQAO	Headteacher								
About the lesson you observe (complete this section before the lesson starts)										
Grade(s) taught during the lesson					Total children in class			Total Students		
Subject										
Topic										
Main Student Learning Objective										
Expected sequence of activities during lesson (Write before the start of the Lesson by asking the Teacher)										
1										
2										
3										
4										
5										
1	TIME ON LEARNING	1st 10 minutes			2nd 10 minutes			3rd 10 minutes		
1.1	Students are not working	L	M	H	L	M	H	L	M	H
Teaching Practices to observe								Score		
								Low	Low-Medium	Medium-High
2. Supportive Learning Environment								L	L-M	M
2.1 The teacher treats all students respectfully.								1	2	3
2.2 The teacher uses positive language with students								1	2	3
2.3 The teacher responds to students' needs								1	2	3
2.4 The teacher does not treat any gender group unfairly in the classroom								1	2	3
3. Positive Behavioral Expectations								L	L-M	M
3.1 The teacher sets clear behavioral expectations for classroom activities								1	2	3
4. Effective Teaching and assessing learning								L	L-M	M
4.1 The teacher clearly states the objectives of the lesson and connects classroom activities to the objectives.								1	2	3
4.2 The teacher uses questions, or other strategies to ensure students' level of understanding.								1	2	3
4.3 The teacher monitors most students during independent/group work								1	2	3
4.4 The teacher adjusts teaching to the level of students								1	2	3
5. Critical Thinking								L	L-M	M
5.1 The teacher provides critical thinking tasks								1	2	3



## Page 2: Recording of the key discussion points from Coaching



Here you should record evidence to justify the score that you assigned to the teacher on practice.	
1.1	
2.1	
2.2	
2.3	
2.4	
3.1	
4.1	
4.2	
4.3	
4.4	
5.1	
Key Actions discussed with the teacher	



INSTRUCTIONS FOR USE
<b>Before the visit</b>
Refer to the materials provided during training to remind yourself how to proceed with the observation
Plan to spend between 60 and 75 minutes with the teacher i.e. 30 minutes doing the observation and 30 minutes for a mentoring discussion.
<b>Before the lesson (5-10 minutes)</b>
Ask the teacher to describe the key intended Student Learning Outcomes for the lesson.
Ask the teacher to give you a <i>verbal description</i> of the session that you are going to observe. Share prompts such as 'Then what will happen...' or 'What will you do next?'. Try to get the teacher describe the sequence of teaching and learning that you are going to observe. If she has a lesson plan, take a look at that too.
Ask the teacher how long she thinks the lesson will be. Make a note of that and plan the timing of the three 'time on learning' snapshots accordingly.
Make sure you have everything you need BEFORE you start the observation - hard copies of the form, the scoring rubric provided in training, a pencil and eraser, a pen and a watch or phone to monitor the time.
Sit near the back of the classroom so that you can see what is happening and switch your phone to silent.
<b>During the observation (30 minutes)</b>
The duration of the lesson will vary considerably. It is expected that most lessons will be for between 20 and 30 minutes.
Start the observation when the lesson starts.
Don't interfere in the lesson or help the teacher or speak to children. Be a quiet observer.
Take notes in a separate notebook and copy it over later.
Use a pencil to record scores so that you can change them if you see a new piece of evidence.
<b>After the lesson (20-30 minutes)</b>
Find a quiet place away from students and other teachers to have a conversation about what you observed.
Use the Coaching script provided in the observation Coaching Manual
Conclude by helping the teacher summarise the action she is going to take to improve her teaching practice.
Take a few minutes to make sure you have completed the form. If you are a DO or an SQAQ Leave a copy with the teacher and Head Teacher





### Observation Tool Measuring scale

Scoring Rubric for the Classroom Observation Tool			
	Low	Medium	High
<b>TIME ON LEARNING</b>			
1.1 Students are not working	Most students are not working <i>In a class of 40 children, that means 10 or more children not working</i>	Some students are not working <i>In a class of 40 children, that means 5-10 children not working</i>	All students are working or only one or two students are not working

**Note:** Students not working include students who are not participating in the learning activity provided by the teacher either because they are distracted, or because they are disrupting the class. For example, distracted students may be looking out the window, resting their head on the desk, looking down to the floor or at the observer, or sleeping. Students disrupting the class may be passing notes, whispering, talking to another student during an activity that does not require talking, moving around the class or shouting, among others.

	Low	Medium	High
<b>2. SUPPORTIVE LEARNING ENVIRONMENT</b>			
2.1 The teacher treats all students respectfully.	The teacher does not treat all students respectfully.  <i>For example: The teacher may shout at some students, shame them, or use corporal punishment to discipline them.</i>	The teacher treats all students somewhat respectfully.  <i>For example, the teacher does not treat students disrespectfully (e.g., s/he does not yell at or make fun of students), but does not show clear signs of respect toward students either (e.g., call students by their names, say "please" or "thank you").</i>	The teacher treats all students respectfully.  <i>For example: The teacher uses students' names, says "please" and "thank you"</i>





	<b>Low</b>	<b>Medium</b>	<b>High</b>
2.2 The teacher uses positive language with students	<p>The teacher does not use positive language in his/her communication with students.</p> <p><i>For example: The teacher says things such as 'why can't you understand', 'stupid', 'you will never learn' etc.</i></p>	<p>The teacher uses some positive language in his/her communication with students.</p> <p><i>For example: The teacher may say "well done" or "good", although this happens infrequently.</i></p>	<p>The teacher again and again uses positive language in his/her communication with students.</p> <p><i>For example: The teacher consistently uses encouraging phrases such as "Great job!" when students show their work to him/her, or "You can do this!", or "You are such a talented group of students.".</i></p>
2.3 The teacher responds to students' needs	<p>The teacher is not aware of students' needs OR does not address the problem at hand.</p> <p><i>For example: A student may not have the required supplies for the lesson, and the teacher does not notice or sees it and ignores it. Another example is that a student may be upset because of a bad grade or a personal problem, and the teacher ignores the student or the problem (e.g., the teacher tells the student to "get over it" or "pull yourself together").</i></p>	<p>The teacher responds to students' needs but may not address the problem at hand.</p> <p><i>For example: A student may be upset because s/he does not have a pencil, and the teacher asks another student to share his/her pencil, but s/he refuses. The teacher carries on with the lesson without solving the problem.</i></p>	<p>The teacher quickly responds to students' needs in a way that solves the problem the child is facing</p> <p><i>For example: If a student does not have a pencil, the teacher allows the student to borrow one from his/her extra pencil box. Similarly, if a student in the classroom is upset for some reason the teacher goes to the student and asks why he/she is upset. The teacher then talks to the student and offers advice to solve the issue.</i></p>



	Low	Medium	High
<p>2.4 The teacher does not treat any gender group unfairly in the classroom</p> <p><i>*If the class has only one gender (Only boys or only girls) then write it in notes and do not score this practice</i></p>	<p>The teacher treats one gender group unfairly in the classroom</p> <p>The teacher could show this by providing students with unequal opportunities to participate in classroom activities or by expressing unequal expectations for students' behaviors.</p> <p><i>For example: A teacher seats girls only at the back of the classroom or only calls on boys to answer difficult questions.</i></p> <p><i>Alternatively, the teacher calls equally on students of all genders to answer difficult questions, but only assigns girls to clean the blackboard or hand out textbooks to the class.</i></p> <p><i>Other examples of gender bias are teachers shouting at the boys but not girls after incorrectly answering a question or misbehaving. Teachers may also give praise to girls but not boys</i></p>	<p>The teacher does not treat any gender group unfairly in the classroom</p> <p>The teacher provides students of all genders with equal opportunities to participate in the classroom and has similar expectations for all students.</p> <p><i>For example: The teacher calls equally on all genders to answer difficult questions and praises both boys and girls after correctly answering questions.</i></p> <p><i>The teacher asks boys and girls to clean the blackboard and distribute textbooks to the class.</i></p>	<p>The teacher does not treat any gender group unfairly in the classroom AND makes it clear why any gender should not be treated unfairly</p> <p>The teacher provides students of all genders with equal opportunities to participate in the classroom, has similar expectations for all students, AND challenges gender differences in the classroom.</p> <p><i>For example: The teacher calls equally on all genders to answer difficult questions and praises both boys and girls after correctly answering questions.</i></p> <p><i>The teacher asks boys and girls to clean the blackboard and distribute textbooks to the class.</i></p> <p><i>In addition, the teacher uses examples and explanations that portray female rather than male scientists, doctors, and astronauts and/or encourages discussions with students about gender equality.</i></p> <p><i>The teacher may also actively encourage equal participation through comments such as: "Let's hear more from the girls" or "Now we have heard from a girl, let's hear from a boy."</i></p>



	after correctly answering a question.		
<b>3. POSITIVE BEHAVIORAL EXPECTATIONS</b>			
	<b>Low</b>	<b>Medium</b>	<b>High</b>
3.1 The teacher sets clear behavioral expectations for classroom activities	<p>The teacher does not set behavioral expectations for classroom tasks and/or activities.</p> <p><i>For example: The teacher says, "Work on your reading skills," without providing instruction on what the expected behavior is for the activity.</i></p>	<p>The teacher sets unclear or behavioral expectations for classroom tasks and/or activities. OR the teacher corrects students behaviors during the lesson but does not set clear expectations at the start of the lesson.</p> <p><i>For example: When introducing a group activity, the teacher says, "Please sit in your groups and behave," without clarifying what such behavior would entail.</i></p>	<p>The teacher sets clear behavioral expectations throughout the lesson for classroom tasks and/or activities.</p> <p><i>For example: When introducing a group activity to the class, the teacher explicitly states the expected behavior for students in the group. This may include, "Use a quiet indoor voice" or "Take turns speaking." If students are working independently, the teacher gives directions on what to do when they complete the activity. The teacher says, "Please quietly get up, bring your worksheet to me, and read while you wait for your classmates to finish."</i></p> <p><i>If the teacher is not observed setting clear behavioral expectations, but students are well-behaved throughout the lesson, they should be categorized as "high".</i></p>



<b>4. EFFECTIVE TEACHING AND ASSESSING LEARNING</b>			
	<b>Low</b>	<b>Medium</b>	<b>High</b>
4.1 The teacher states the objectives/topic of the lesson and relates classroom activities to the objectives/topic	<p>The teacher does not state or write the lesson objective(s)/topic, nor you can understand the objective/topic from the lesson activities.</p> <p><i>For example: The teacher asks students to take turns reading a text about planting and harvesting crops. S/he then spends the rest of the lesson discussing farming and the specific processes involved. The teacher does not state what is the lesson objective, and it is difficult to work out what is the lesson objective from the activities (in this example, the objective could be developing oral reading fluency, developing vocabulary, or learning about agriculture).</i></p>	<p>The teacher either clearly states and/or writes a broad lesson objective/topic OR the objective/topic is not clearly stated and/or written but by looking at lesson activities you can tell what is the objective/topic of the lesson</p> <p><i>For example: The teacher says, "Today we're going to learn about multiplication," but does not specify that the lesson is about multiplying fractions. Another example might be that the lesson activities may clearly focus on how to divide whole numbers, but the teacher does not specify it (s/he says "we will learn multiplication").</i></p>	<p>The teacher clearly states and/or writes a specific lesson objective/topic (e.g., a learning goal) and keeps repeating lesson objectives during the entire class.</p> <p><i>For example: Near the beginning of class the teacher states, "Today we're going to learn to multiply fractions." Each lesson activity is clearly related to the objective of multiplying fractions.</i></p>



	Low	Medium	High
4.2 The teacher uses questions or other strategies to make sure that students' are understanding.	<p>The teacher does not ask questions from students at all</p> <p>OR Teacher asks simple questions after teaching and all the students in the class respond at the same time and the teacher does not check whether all or just some students are understanding.</p> <p><i>For example, after explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond all together, "Yes, we have."</i></p>	<p>The teacher asks questions, or gives tasks to the students that are effective at determining the level of understanding of only a few students.</p> <p><i>For example: In a math class, the teacher asks, "What is 7+8?, only a few students raise their hand, and the teacher asks 1 or 2 students to answer without seeing if the rest of the class understood.</i></p> <p><i>OR, the teacher asks the question but does not ask students to raise their hands. Instead, the teacher allows students to shout their answers.</i></p>	<p>The teacher asks questions, or gives students tasks that are effective at checking most students' level of understanding.</p> <p><i>For example: The teacher says, "Please put your thumb up if you agree or down if you disagree with this: Equilateral triangles have equal angles."</i></p> <p><i>The teacher can also use other ways to have all students share their answers, such as:</i></p> <ul style="list-style-type: none"> <li>- <i>Giving the students the task to write the answer in their notebooks and checking the answer;</i></li> <li>- <i>Asking students to write a sentence by themselves using a verb and then asking each student to read out the sentence s/he wrote</i></li> </ul>



	Low	Medium	High
4.3 The teacher monitors most students during independent/group work	<p>The teacher does not monitor students when they are working independently or in groups.</p> <p><i>For example: The teacher sits at his/her desk or remains standing in front of the class when students are working.</i></p>	<p>The teacher monitors some students to check their understanding.</p> <p><i>For example: The teacher observes the work of students in front of the class and sees if its right, clarifies concepts, or asks questions.</i></p>	<p>The teacher monitors most students by circulating in the classroom and approaching individual students or groups to check their understanding.</p> <p><i>For example: When students are working, the teacher walks around the classroom, and gets close to most students or groups to see if they are following the task, if they are having issues, and answering questions.</i></p>



	Low	Medium	High



<p>4.4 The teacher adjusts teaching to the level of students</p> <p><i>*If 4.2 is Low then 4.4 will also be Low. But if 4.2 is M or H, then 4.4 can be any score</i></p>	<p>The teacher does not adjust teaching for students.</p> <p><i>For example: The teacher may notice that many students are getting the wrong answer but does not explain the concept again. Instead, the teacher continues with the next lesson in the curriculum.</i></p>	<p>The teacher slightly adjusts teaching, but this adjustment is brief and not very clear.</p> <p><i>For example: When solving the multiplication problem <math>7 \times 3</math>, a student confuses the process with addition and answers '10'. In response, the teacher reminds the student that they are doing multiplication and not addition.</i></p>	<p>The teacher greatly adjusts teaching for students by giving students more opportunities to learn the concepts that they missed. The teacher may also present information in a different way to help students better understand the concept being taught. The teacher may also provide more challenging tasks for those who already have an advanced understanding.</p> <p><i>For example, The teacher writes <math>7 \times 3</math> and <math>7 + 3</math> on the board and then asks different students to explain what is the difference. Then the teacher explains the difference him/herself and gives another similar example for students to answer.</i></p> <p><i>Or if the teacher notices that a student has already completed the worksheet, s/he may give that student another activity to complete while waiting for the rest of the class.</i></p>
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5. Critical Thinking			
	Low	Medium	High
5.1 The teacher provides critical thinking tasks	<p>The teacher does not provide critical thinking tasks (students just listen to the teacher or perform repetitive tasks).</p> <p><i>Examples given below</i></p>	<p>The teacher provides critical thinking tasks but they are very simple. Simple critical thinking tasks are tasks such as matching sets of items, identifying concepts or key pieces of information, and comparing and contrasting. They also include applying learned information or techniques to tasks similar to those the teacher has already demonstrated.</p> <p><i>Examples given below</i></p>	<p>The teacher provides detailed critical thinking tasks. Detailed critical thinking tasks include making predictions, identifying patterns, explaining thinking, making connections, and interpreting information. They also include applying learned information or techniques to new tasks that the teacher has not demonstrated.</p> <p><i>Examples given below</i></p>



Thinking Task Examples			
	Low	Medium	High
Maths	The teacher has students memorize numbers 1–100.	Students compare numbers based on size and organize them by descending or ascending order. For example, the teacher writes 8, 29, 72, 63, and 7 on the board and tells students to write the numbers in ascending order. Alternatively, the teacher tells students, "Look at this set of numbers: 2, 5, 10, 19, 24. Write down in two columns which are even numbers and which are odd numbers."	The teacher puts sequences of numbers on the board and has students find the patterns. For example, the teacher writes the following three number sequences on the board: 3, 6, 12, 24 2, 4, 8, 16, 32, 64; and 5, 10, 20, 40.  S/he then tells students that each of the sequence involves multiplying the previous number with 2 to get the second number.
Language	Students listen to the teacher read a story, repeat the sentences read aloud by a teacher, or take turns reading a story.	After reading a story, the teacher writes questions on the board that students need to answer independently. These questions ask students to identify key aspects of the story, such as the protagonist, the setting, and the sequence of events.	After reading a story, the teacher says, "Now I want you to write down what you think would happen next and then share with your neighbour when you're done."



## Step 2: Coaching to provide support to teachers

Post-observation, the Coach should conduct a Coaching session with the teacher based on the observation. The Coach will look at how the teacher has performed in the different teaching practices and conduct the coaching session accordingly.

### Process of Coaching

After the classroom observation, the Coach and the teacher will sit together for a 30-minute-long Coaching session. In Sierra Leone, both the SQAOs and the Head Teachers are Coaches and will conduct coaching sessions as follows:

- 1) **SQAO:** Will visit schools and support Head Teachers by conducting one Observation and Coaching session, along with the Head Teacher, to all of teachers assigned to him/her in every 3-months. Will also participate in a random sample of Teacher Learning Circles in their district and provide support to headteachers.
- 2) **Head Teacher:** Will conduct one Observation + Coaching session to every teacher in grades 1-6 in his/her school every month
- 3) **District Officer:** Once a month, the DO will organize a review session with the SQAOs in the district to discuss their experience of observation and coaching at the school level, and findings of Teacher Learning Circles. Along with this, the District Officers will perform random visits to schools in their area (mostly those in rural or hard to reach locations) and accompany headteachers in those schools to do observation and coaching, and to observe Teacher Learning Districts.

### Protocols for Coaching

*The Head Teachers and SQAOs will Conduct a 30 minute long 1-1 Coaching session in a quiet place in school.* Once the observation is complete, complete the scoring of each teaching practice on the observation tool. After that the scoring is complete the Coach will sit with the teacher and conduct a 30-minute-long coaching session. Please make sure that the Coaching session is done in a place in school where there is less noise and less people.

During the Coaching session, the Coach should:

1. *Only give 1 improvement area at a time.*

The coach should focus on one teacher practice per coaching session (e.g., a session should only focus on helping the teacher use questions or other strategies to make sure that students' are understanding).



2. *Be specific and concrete in their feedback.*

When teachers get vague feedback, like “You need to engage students more,” it is difficult for them to know what to *do* differently. Instead, give them specific actions they can try.



## Coaching Script: Teacher Treats all students respectfully

### **Treats all students respectfully**

**DEFINITION:** The teacher treats all students respectfully by using students' names, saying "please" and "thank you," or showing some other culturally relevant signs of respect.

#### ***What is 'treating students respectfully'?***

*During the lesson if the teacher is calling students, then he/she should call them by using their name, this shows that the teacher is treating the students with respect. Also, the teacher should say please while talking to the student or giving them instructions and thank you when students do something or answer a question. If the teacher uses any other word that is a sign of respect, then it will be counted in this teaching practice.*

#### ***What will you learn?***

*You will learn how the teacher can treat all students respectfully in the classroom*

### **Instructions**

- Read the observation tool and keep this Coaching manual with you
- The coaching session should be 30 minutes long and should happen in a quiet place. After the observation is complete, take 15 minutes and do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Coaching session does not disturb the teacher's other tasks.
- The coaching session should not disturb other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous coaching session before going to the class.

### **Coaching Conversation (30 minutes)**

Once you've prepared the coaching conversation, use the protocol below to coach the teacher on the selected Teaching Skill.

Check-in (5 min)	<p>How are you doing today? Hope you are feeling well?</p> <ul style="list-style-type: none"><li>● <i>If you have had a previous coaching session with the teacher, then recall some of the points from previous observation and also ask the teacher to share if the previous coaching helped them improve a little in the teaching. What were the areas that were helpful?</i></li></ul> <p>Before we start, I would like to know from you how they feel like the lesson went today and are you happy with how you taught the lesson? Do you think there were any areas you think you want to improve?</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>How are you doing today?</i></li><li>○ <i>How do you think today's lesson went?</i></li><li>○ <i>Are you happy with how the lesson went?</i></li></ul>
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	<ul style="list-style-type: none"> <li>○ <i>Do you think there are any areas you can improve?</i></li> <li>○ <i>What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</i></li> </ul>
Positives (3 min)	<p>Firstly, I would like to appreciate you for some of the things you did well in your lesson.</p> <ul style="list-style-type: none"> <li>● <i>The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. Let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</i></li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>○ <i>You treated all students equally today</i></li> <li>○ <i>You explained the objectives of the lesson very clearly today.</i></li> <li>○ <i>The students were mostly working in today's class.</i></li> </ul>
Discussion Area (10 Mins)	<p>One teaching practice that I wanted to discuss in detail with you today is ‘: <i>The teacher treats all students respectfully by using students’ names, saying “please” and “thank you,” or showing some other culturally relevant signs of respect</i>’. This is a very important teaching practice so let’s focus on it in detail.</p> <p>You scored X (can be L, M, or H) on this teaching practice.</p> <p>Let’s first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>We need to start doing things that are higher on the scale in the manual on this teaching practice. But first, let’s also look at some examples of this teaching practice at different levels.</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of the low, medium, and high of the teacher treats all students respectfully. And discuss the examples from the lesson</i></p> <p>When you are calling students during the lesson then you should call them using their names, this shows that you are treating the students with respect. Also, you should say please while talking to the students or giving them instructions and thank you when students do something or answer a question. This makes the students feel respected and they will want to work</p>



	more in class. You can use any other word of sign to give respect to the students.
Next Steps (5 min)	<p>Let's now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your 'Teacher Note taking sheet'</p> <ul style="list-style-type: none"><li>● <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>The teacher remember the names of the students and call the students by their name.</i></li><li>○ <i>The teacher will say thank you every time a student answers a question or comes to the board or stands up to ask a question.</i></li><li>○ <i>The teacher will say please while giving instructions to students on the task or while asking them to stand up.</i></li><li>○ <i>The teacher will speak to the students in a soft voice.</i></li><li>● Confirm the next observation time.</li><li>● Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li></ul>



Applicable to all subjects		
Low	Medium	High
Teacher scolds and shouts at students in the classroom	The does not shout at students but also does not call them by their name	The teacher calls students by their name.
The teacher beats students.	The teacher does not beat or shouts at students. But the teacher is also not very respectful to them.	The teacher calls students as sir or madam or any other cultural way of calling them with respect.
The teacher calls students by disrespectful or insulting words	The teacher doesn't use insulting words but also doesn't use respectful words	The teacher uses words that are very respectful. Such as thank you and please.





## Coaching Script: Teacher uses Positive Language with Students

### **Teacher uses positive language with students**

**DEFINITION:** *Teacher uses positive language in the classroom by using words that are encouraging and help create a supportive learning environment for students.*

### ***What is using positive language with Students?***

*Using positive language with students means that the teacher provides students with encouraging comments and words that help students stay motivated and creates a supportive learning environment for students. The teacher consistently uses encouraging phrases such as “Great job!” when students show their work to him/her, or “You can do this!”, or “You are such a talented group of students.”*

### ***What will you learn?***

*You will learn what does using positive language look like in a classroom, what are the key examples of positive language in the classroom by the teacher and what words don't qualify as positive language.*

### **Instructions**

- Read the observation tool and keep this Coaching manual with you
- The coaching session should be 30 minutes long and should happen in a quiet place. After the observation is complete, take 15 minutes to do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Coaching session does not disturb teachers' other tasks or other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous coaching session before going to the class.

### **Coaching Conversation (30 minutes)**

Use the protocol below to coach the teacher on the skill of using positive language with students.

Check-in (5 min)	<ol style="list-style-type: none"><li>1. Check how the teacher is doing <i>For example: Ask “How are you doing today?”</i></li><li>1. If you have had a previous coaching session with the teacher:<ul style="list-style-type: none"><li>● Remind her/him of some of the points from previous coaching session e.g:<ul style="list-style-type: none"><li>○ What were the scores from the previous observation</li></ul></li></ul></li></ol>
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	<ul style="list-style-type: none"> <li>○ Were they able to implement the action points from the previous coaching</li> <li>○ Was it easy to implement the actions in the lesson?</li> <li>● Ask her/him if the previous coaching helped them improve a little in the teaching.</li> <li>● Ask her/him which aspects of the previous coaching were helpful and which ones were less helpful</li> </ul> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>○ Remember what we discussed in the last session? Let's quickly go over the notes that we took during our last coaching conversation.</li> <li>○ Were you able to apply some of these actions in your lesson?</li> <li>● If yes, did you see any improvement in the lesson?</li> <li>● If no, then can you share what was the reason?</li> <li>○ Which action was most helpful for you in your lesson? Please explain</li> </ul> <p>2. Ask the teacher how s/he felt the lesson went today, whether s/he is happy with how s/he taught the lesson, and if s/he thinks there are any areas they want to improve</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>○ How do you think today's lesson went?</li> <li>○ Are you happy with how the lesson went?</li> <li>○ Do you think there are any areas you can improve?</li> <li>○ What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</li> </ul>
Positives (3 min)	<p>Recognize some of the things the teacher does well. The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. The Coach should let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</p> <p><i>For example: "Firstly, I would like to appreciate you for some of the things you did well in your lesson. You were really good at XXXX which is a very important teaching practice."</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>○ You treated all students equally today</li> <li>○ You explained the objectives of the lesson very clearly today.</li> <li>○ The students were mostly working in today's class.</li> </ul>
Discussion Area (10 Mins)	<p>Say: "One teaching practice that I wanted to discuss in detail with you today is 'Teacher uses positive language with students. This is a very important teaching practice so let's focus on it in detail."</p>



	<p>You scored X (<i>can be Low, Medium, or High</i>) on this teaching practice.</p> <p>Let's first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice"</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>Say: "We need to start doing things that are higher on the scale in the manual on this teaching practice. But first, let's also look at some examples of this teaching practice at different levels."</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of low, medium, and high of the teacher uses positive language with students. And discuss the examples from the lesson</i></p> <p>"Try to use more positive words during the lesson and encourage students at different steps. You can tell them that they are doing a good job and appreciate their efforts, try to do it throughout the entire lesson so that the supportive learning environment is maintained throughout the lesson."</p>
Next Steps (5 min)	<p>"Let's now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your 'Teacher Note taking sheet'</p> <ul style="list-style-type: none"> <li>● <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>○ <i>The teacher will use positive and encouraging words for all students in the lesson.</i></li> <li>○ <i>The teacher will not use any negative words during the lesson for the students.</i></li> <li>○ <i>During the lesson the teacher will encourage students more and use words like 'good job' and well done as much as possibly and for all students.</i></li> <li>● Confirm the next observation time.</li> <li>● Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li> </ul>



Example Rubric: Teacher uses positive language with the students

Applicable to all subjects		
Low	Medium	High
Teacher uses negative words in the classroom that are demotivating for students.	The teacher uses some positive language such as saying “good job” to the students.	The teacher constantly uses positive language and motivates students during the entire class.
During the math lesson, the teacher calls students to the board and if they are not able to do the sum, the teacher doesn’t say anything to motivate them.	During a math lesson, the teacher calls students to the board and if they are not able to do the sum the teacher tells them to ‘keep trying’ and ‘you are smart.’	During a math lesson, the teacher calls students to the board and if they are not able to do the sum the teacher tells them to ‘keep trying and remember you were able to do this before’.
The teacher gives students classwork to read a few lines from the story. One student is unable to read some words and teacher tells him that he is always bad at reading.	The teacher gives students classwork to read a few lines from the story. One student is unable to read some words and teacher tells him to keep trying.	The teacher gives students classwork to read a few lines from the story. One student is unable to read some words and teacher tells him to keep trying and remember that he can do this. The teacher also reminds him how he is a good student and always does his work.
The teacher conducts a test after the lesson and during the test sees that some students are not able to answer the questions. The teacher starts to scold them.	The teacher conducts a test after the lesson and during the test sees that some students are not able to answer the questions. The teacher tells the student to try and do their best and reminds them that they are good students.	The teacher conducts a test after the lesson and during the test sees that some students are not able to answer the questions. The teacher tells the student to try and do their best. The teacher reminds them how far they have come over the year and that he is very proud of them.



## Coaching Script: The teacher responds to students' needs

### Responding to Students' needs

**DEFINITION:** The teacher promptly responds to student's needs in a way that specifically addresses the problem at hand.

### **What is responding to students' needs?**

In the classroom, the students make sure that all the students' needs are answered. For example: If a student does not have a pencil, the teacher allows the student to borrow one from his/her spare pencil box.

### **What will you learn?**

You will learn what responding to students' needs means and how can I teacher makes sure that the needs of all students are answered.

## Coaching Conversation (30 minutes)

Once you've prepared the coaching conversation, use the protocol below to coach the teacher on the selected Teaching Skill.

Check-in (5 min)	<p>How are you doing today? Hope you are feeling well?</p> <ul style="list-style-type: none"><li>• If you have had a previous coaching session with the teacher, then recall some of the points from previous observation and also ask the teacher to share if the previous coaching helped them improve a little in the teaching. What were the areas that were helpful?</li></ul> <p>Before we start, I would like to know from you how they feel like the lesson went today and are you happy with how you taught the lesson? Do you think there were any areas you think you want to improve?</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ How are you doing today?</li><li>○ How do you think today's lesson went?</li><li>○ Are you happy with how the lesson went?</li><li>○ Do you think there are any areas you can improve?</li><li>○ What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</li></ul>
Positives (3 min)	<p>Firstly, I would like to appreciate you for some of the things you did well in your lesson.</p> <ul style="list-style-type: none"><li>• The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. Let the teacher know which</li></ul>



	<p><i>teaching practice they scored highest on and read the description of that teaching practice from the manual.</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>○ <i>You treated all students equally today</i></li> <li>○ <i>You explained the objectives of the lesson very clearly today.</i></li> <li>○ <i>The students were mostly working in today's class.</i></li> </ul>
Discussion Area (10 Mins)	<p>One teaching practice that I wanted to discuss in detail with you today is 'Teacher responds to students' needs'. This is a very important teaching practice so let's focus on it in detail.</p> <p>You scored X (can be L, M, or H) on this teaching practice.</p> <p>Let's first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>We need to start doing things that are higher on the scale in the manual on this teaching practice. But first, let's also look at some examples of this teaching practice at different levels.</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of low, medium, and high of the teacher responds to students' needs. And discuss the examples from the lesson</i></p> <p>During the lesson the students might have different needs. If the teacher does not answer these needs then the students might not be able to learn well. Therefore the teacher should make sure he/she tries to find these student needs and solve them.</p>
Next Steps (5 min)	<p>Let's now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your 'Teacher Note taking sheet'</p> <ul style="list-style-type: none"> <li>● <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>○ <i>The teacher will check if all the students have all the stationary and the books.</i></li> <li>○ <i>If a child wants to go to the bathroom, the teacher will let them go.</i></li> </ul>



	<ul style="list-style-type: none"><li>○ <i>If a child is looking sick the teacher will ask the child and try to help them</i></li><li>● Confirm the next observation time.</li><li>● Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li></ul>
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Math		
Low	Medium	High
Teacher is not well aware of students needs, and if he does he doesn't address their problems. for example students sitting in the last row were not able to see white board clearly. But teachers didn't notice them.	Teacher knew the students sitting in the last were not able to see White board clearly, He noticed them but didn't call them in front rows or didn't manage in any other way. Just asked whether they could see the questions written on board or not.	Teacher asked the students sitting in the last row to come in front rows and ensure whether they could see the questions written on board clearly.
Teacher solved a question on board but one student can't see board properly teacher can't address student need	Teacher changed a seat of student with another student but not noticed that now the other student can't see board	Teacher arrange students in such a way that all students see board properly before starting to solve question on board
Teacher neither check that all students have geometry to solve the questions of geometry nor he/she check that all of the students are attentive or not and didnt give any response to full fill their needs.	Teacher recognized that some of the students in the class didn't have required geometry to solve the sum but he/she didn't provide the solution for that problem.	Teacher found out that some students didn't have geometry to solve the sums, so he/she helped the students by asking those students who had done their assignment to let their geometry to other fellows.





## Coaching Script: The teacher does not treat any gender group unfairly in the classroom

### **Treating any gender group unfairly in the classroom**

**DEFINITION:** *The teacher provides students of all genders with equal opportunities to participate in the classroom and has similar expectations for all students.*

### **What is treating students of one gender unfairly?**

*Treating students of one gender group in the class unfairly means that the teacher focuses on either boys or girls in the classroom and gives one of them more importance during the lesson. For example the teacher might only ask question to boys and ignore girls or the girls are allowed to sit in the front of the class while the boys are made to sit at the back and the teacher only teaches by standing at the front of the class.*

### **What will you learn?**

*You will learn what are some of the ways the teacher treats students unfairly in a classroom environment. If there is any mistreatment of one gender during the lesson e.g. the teacher might scold boys continuously or might only be looking towards girls while teaching.*

### **Instructions**

- Read the observation tool and keep this Coaching manual with you
- The coaching session should be 30 minutes long and should happen in a quiet place. After the observation is complete, take 15 minutes and do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Coaching session does not disturb the teachers other tasks.
- The coaching session should not disturb other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous coaching session before going to the class.

### **Coaching Conversation (30 minutes)**

Once you've prepared the coaching conversation, use the protocol below to coach the teacher on the selected Teaching Skill.

Check-in (5 min)	<ol style="list-style-type: none"><li>1. Check how the teacher is doing <i>For example: Ask "How are you doing today?"</i></li><li>2. If you have had a previous coaching session with the teacher:<ul style="list-style-type: none"><li>● Remind her/him of some of the points from previous coaching session e.g:<ul style="list-style-type: none"><li>○ What were the scores from the previous observation</li></ul></li></ul></li></ol>
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	<ul style="list-style-type: none"><li>○ Were they able to implement the action points from the previous coaching</li><li>○ Was it easy to implement the actions in the lesson?</li><li>● Ask her/him if the previous coaching helped them improve a little in the teaching.</li><li>● Ask her/him which aspects of the previous coaching were helpful and which ones were less helpful</li></ul> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>○ Remember what we discussed in the last session? Let's quickly go over the notes that we took during our last coaching conversation.</li><li>○ Were you able to apply some of these actions in your lesson?</li><li>● If yes, did you see any improvement in the lesson?</li><li>● If no, then can you share what was the reason?</li><li>○ Which action was most helpful for you in your lesson? Please explain</li></ul> <p>2. Ask the teacher how s/he felt the lesson went today, whether s/he is happy with how s/he taught the lesson, and if s/he thinks there are any areas they want to improve</p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>○ How do you think today's lesson went?</li><li>○ Are you happy with how the lesson went?</li><li>○ Do you think there are any areas you can improve?</li><li>○ What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</li></ul>
Positives (3 min)	<p>Recognize some of the things the teacher does well. The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. The Coach should let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</p> <p><i>For example: "Firstly, I would like to appreciate you for some of the things you did well in your lesson. You were really good at XXXX which is a very important teaching practice."</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ You treated all students equally today</li><li>○ You explained the objectives of the lesson very clearly today.</li><li>○ The students were mostly working in today's class.</li></ul>



Discussion Area (10 Mins)	<p>Say: “One teaching practice that I wanted to discuss in detail with you today is ‘The teacher does not treat any gender group unfairly’. This is a very important teaching practice so let’s focus on it in detail.</p> <p>You scored X (<i>can be Low, Medium, or High</i>) on this teaching practice.</p> <p>Let’s first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice”</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>Say: “We need to start doing things that are higher on the scale in the manual on this teaching practice. But first, let’s also look at some examples of this teaching practice at different levels.”</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of low, medium, and high of the teacher uses positive language with students. And discuss the examples from the lesson</i></p> <p>While planning the lesson, make sure that you plan the activities so that all the students in the class have equal opportunities to learn. Make sure that you do not treat boys or girls differently as every child has an equal opportunity to learn in the classroom.</p>
Next Steps (5 min)	<p>Let’s now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your ‘Teacher Note taking sheet’</p> <ul style="list-style-type: none"><li>• <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>The teacher will make sure that the boys and girls are sitting in a way in the classroom that they all can see the blackboard and the teacher</i></li><li>○ <i>The teacher will walk around in the classroom while teaching to make sure that all students are able to listen to the teacher clearly and can engage with the lesson</i></li><li>○ <i>While planning the lesson, the teacher will make sure that the activities provide equal opportunity to both the genders in the classroom.</i></li></ul> <ul style="list-style-type: none"><li>• Confirm the next observation time.</li></ul>



	<ul style="list-style-type: none"><li>• Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li></ul>
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Example Rubric: The teacher does not treat any gender group unfairly in the classroom

Applicable to all subjects		
Low	Medium	High
All the girls are sitting at the back of the class and boys are sitting at the front of the class and teacher only stands at the front of the class during the lesson.	The seating arrangement in the class is not arranged gender wise and boys and girls are seated so that they are all able to see the teacher and the black board clearly.	The seating arrangement in class is such that students of both genders are engaged in class and are all able to see the teacher and the blackboard. The teacher moves around in the classroom. If s/he sees that girls are far behind or in a corner, the teacher actively asks them to move to the front.
The teacher only asks questions to the girls and ignores the boys in the classroom. OR the teacher only asks questions from the boys and ignores the girls.	The teacher asks most questions from the boys and only a few questions from the girls. OR teacher asks most questions from the girls and only a few questions from the boys.	The teacher asks an equal number of questions from both the boys and girls.
During a classroom activity at the board, the teacher only engages boys and ignores girls. OR the teacher only engages the girls and ignores the boys.	During the classroom activity at the board the teacher mostly invites the boys to the board and only a few girls. OR the teacher invites most of the girls and only a few boys.	During the classroom activity at the board the teacher engages boys and girls equally.
The teacher groups students by gender and during the activity, the teacher only supports the group with girls and ignores the boys OR the teacher only supports the group with the boys and ignores the girls.	The teacher groups students by gender but gives equal support to both boys and girls	The teacher makes mixed gender groups and then ensures that he/she provides support to all the groups.



## Coaching Script: The teacher Sets clear behavioral expectations for students

### Setting Clear behavioral expectations for the students

**DEFINITION:** The teacher sets clear behavioral expectation for students throughout the lesson for classroom tasks and/or activities.

#### **What is ‘setting clear behavioral expectations?’**

During the lesson the teacher should tell the students how he/she wants the students to behave. For example if the teacher wants the students to stay quiet, or raise their hands, or work with each other. or example: Upon introducing a group activity to the class, the teacher explicitly states the expected behavior for students in the group. This may include, “Use a quiet indoor voice” or “Take turns speaking.” If students are working independently, the teacher gives directions on what to do when they complete the activity. The teacher says, “Please quietly get up, bring your worksheet to me, and read while you wait for your classmates to finish.”

#### **What will you learn?**

You will learn how the teacher can set clear expectations for students behavior in the classroom

### Instructions

- Read the observation tool and keep this Coaching manual with you
- The coaching session should be 30 minutes long and should happen in a quite place. After the observation is complete, take 15 minutes and do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Coaching session does not disturb the teachers other tasks.
- The coaching session should not disturb other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous coaching session before going to the class.

### Coaching Conversation (30 minutes)

Once you’ve prepared the coaching conversation, use the protocol below to coach the teacher on the selected Teaching Skill.

Check-in (5 min)	<p>How are you doing today? Hope you are feeling well?</p> <ul style="list-style-type: none"><li>● <i>If you have had a previous coaching session with the teacher, then recall some of the points from previous observation and also ask the teacher to share if the previous coaching helped them improve a little in the teaching. What were the areas that were helpful?</i></li></ul> <p>Before we start, I would like to know from you how they feel like the lesson went today and are you happy with how you taught the lesson? Do you think there were any areas you think you want to improve?</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>How are you doing today?</i></li><li>○ <i>How do you think today’s lesson went?</i></li><li>○ <i>Are you happy with how the lesson went?</i></li></ul>
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	<ul style="list-style-type: none"><li>○ <i>Do you think there are any areas you can improve?</i></li><li>○ <i>What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</i></li></ul>
Positives (3 min)	<p>Firstly, I would like to appreciate you for some of the things you did well in your lesson.</p> <ul style="list-style-type: none"><li>● <i>The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. Let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>You treated all students equally today</i></li><li>○ <i>You explained the objectives of the lesson very clearly today.</i></li><li>○ <i>The students were mostly working in today's class.</i></li></ul>
Discussion Area (10 Mins)	<p>One teaching practice that I wanted to discuss in detail with you today is 'The teacher sets clear behavioral expectations for the students in the classroom during lesson activities'. This is a very important teaching practice so let's focus on it in detail.</p> <p>You scored X (can be L, M, or H) on this teaching practice.</p> <p>Let's first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>We need to start doing things that are higher on the scale in the manual on this teaching practice. But first, let's also look at some examples of this teaching practice at different levels.</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of the low, medium, and high of the teacher sets clear behavioral expectations. And discuss the examples from the lesson</i></p> <p>During the lesson, the teacher should tell the students how he/she wants them to behave. The students cannot know what the teacher is expecting until the teacher tells them. The teacher should give instructions if he/she wants the students to stay quiet, or raise their hands, or work with each other or any other behavior.</p>



<p>Next Steps (5 min)</p>	<p>Let's now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your 'Teacher Note taking sheet'</p> <ul style="list-style-type: none"><li>● <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>The teacher will tell students how he/she expects them to behave in the class.</i></li><li>○ <i>The teacher will repeat the expected behavior again and again.</i></li><li>○ <i>The teacher should make the instructions very clear on how he/she wants the students to behave in the lesson</i></li><li>● Confirm the next observation time.</li><li>● Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li></ul>
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Applicable to all subjects		
Low	Medium	High
When the teacher asks a question all the students start answering at the same time and the teacher doesn't ask them to answer one by one	The teacher asks a question and all the students answer at the same time. The teacher says 'please raise your hands' and then asks the student.	The teacher says 'now I will ask a question and I want you to raise your hands and only the students who I ask will answer the question'
The class is very noisy, all the students are talking to each other and teacher doesn't say anything	The students are making a lot of noise, the teacher stops the class and asks the students to be quite.	The starts the class or the activity by telling the students that they should be quite and listen to him/her and only talk when the teacher allows them to talk.
During a classroom activity at the board, the teacher writes a question and all the students stand up and start answering at the same time. The teacher doesn't stop them.	During a classroom activity at the board, the teacher writes a question and all the students stand up and start answering at the same time. The teacher tells them to stop and asks them to put their hands up or answer one by one	Before starting a classroom activity at the board, the teacher tells the students that they can only answer by putting their hands up and answering one by one.



Coaching Script: The teacher clearly states the objectives of the lesson and connects classroom activities to the objectives

**Clearly Stating the Objectives of the lesson and connecting them to classroom activities**

**DEFINITION:** The teacher clearly states and/or writes a specific lesson objective (e.g., a learning goal) and the lesson activities align with the stated objective.

***What is ‘making the objective of the lesson clear’?***

*Before starting the lesson and while teaching the teacher should make sure that the objectives of the lesson are clear to the students so the students are aware of what they are learning and how each activity of the lesson is connected to the objective of the lesson. This will allow the students to be clear about the lesson and help them understand the goal of the day’s lesson*

***What will you learn?***

*You will learn how the teacher can make the objectives of the lesson clear and how he/she can link the activities of the lesson to the objective to make sure that the students are clear about what they are studying on the day.*

**Instructions**

- Read the observation tool and keep this Coaching manual with you
- The coaching session should be 30 minutes long and should happen in a quiet place. After the observation is complete, take 15 minutes and do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Coaching session does not disturb the teachers other tasks.
- The coaching session should not disturb other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous coaching session before going to the class.

**Coaching Conversation (30 minutes)**

Once you’ve prepared the coaching conversation, use the protocol below to coach the teacher on the selected Teaching Skill.

Check-in (5 min)	<ol style="list-style-type: none"><li>1. Check how the teacher is doing <i>For example: Ask “How are you doing today?”</i></li><li>2. If you have had a previous coaching session with the teacher:<ul style="list-style-type: none"><li>● Remind her/him of some of the points from previous coaching session e.g:<ul style="list-style-type: none"><li>○ What were the scores from the previous observation</li><li>○ Were they able to implement the action points from the previous coaching</li></ul></li></ul></li></ol>
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	<ul style="list-style-type: none"><li>○ Was it easy to implement the actions in the lesson?</li><li>● Ask her/him if the previous coaching helped them improve a little in the teaching.</li><li>● Ask her/him which aspects of the previous coaching were helpful and which ones were less helpful</li></ul> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>○ Remember what we discussed in the last session? Let's quickly go over the notes that we took during our last coaching conversation.</li><li>○ Were you able to apply some of these actions in your lesson?<ul style="list-style-type: none"><li>● If yes, did you see any improvement in the lesson?</li><li>● If no, then can you share what was the reason?</li></ul></li><li>○ Which action was most helpful for you in your lesson? Please explain</li></ul> <p>3. Ask the teacher how s/he felt the lesson went today, whether s/he is happy with how s/he taught the lesson, and if s/he thinks there are any areas they want to improve</p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>○ How do you think today's lesson went?</li><li>○ Are you happy with how the lesson went?</li><li>○ Do you think there are any areas you can improve?</li><li>○ What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</li></ul>
Positives (3 min)	<p>Recognize some of the things the teacher does well. The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. The Coach should let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</p> <p><i>For example: "Firstly, I would like to appreciate you for some of the things you did well in your lesson. You were really good at XXXX which is a very important teaching practice."</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ You treated all students equally today</li><li>○ You explained the objectives of the lesson very clearly today.</li><li>○ The students were mostly working in today's class.</li></ul>
Discussion Area (10 Mins)	<p>Say: "One teaching practice that I wanted to discuss in detail with you today is 'The teacher clearly states the objectives of the lesson'. This is a very important teaching practice so let's focus on it in detail.</p> <p>You scored X (<i>can be Low, Medium, or High</i>) on this teaching practice.</p>



	<p>Let's first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice"</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>Say: "We need to start doing things that are higher on the scale in the manual on this teaching practice. But first, let's also look at some examples of this teaching practice at different levels."</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of low, medium, and high of the teacher uses positive language with students. And discuss the examples from the lesson</i></p> <p>Before starting the lesson make sure that you make the objective of the lesson very clear to the students by either writing it on the board or clearly saying it to the students and then explaining the objective too. During the lesson please also repeat the objective during different activities and remind the students of what Is the objective of today's lesson and why we are learning it. Also, before starting each activity make it clear to the students how the activity is connected to the objective of today's lesson and also when you end the activity connect it again to the objective.</p>
Next Steps (5 min)	<p>Let's now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your 'Teacher Note taking sheet'</p> <ul style="list-style-type: none"><li>● <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>The teacher will write the objective of the lesson on the board and also say it in clear and loud voice to the students before starting the lesson.</i></li><li>○ <i>The teacher will repeat the objective of the lesson before starting each activity of the lesson</i></li><li>○ <i>When an activity is finished, the teacher will remind the students about the objective of today's lesson and also tell them how the activity is connected to the objective of what they are studying today.</i></li></ul> <ul style="list-style-type: none"><li>● Confirm the next observation time.</li><li>● Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li></ul>



Example Rubric: Teacher clearly states the objectives of the lesson and connects the objectives to the activities

Math		
Low	Medium	High
The teacher is teaching double digit addition. The teacher picks up a book and starts solving questions without telling students the objectives of the lesson. He takes pencils and asks the students to count them. This counting activity doesn't relate to the class objective.	The teacher tells students that they will learn about addition and solve the sums relating 2 digits addition. He doesn't explain the type or specification of double digits addition whether it is with carry or without carry. Somehow the activities elaborate the objectives of the lesson.	The teacher clearly explains the students that they are going to learn about 2 digits addition with carry and solve the sums relating it. All his activities during the lesson are closely and precisely related to the top and help in understanding the topic and its objectives.
The teacher starts teaching without saying the objective of the lesson. The objective of the lesson is not written on the board	The teacher writes the name of the topic on the board but does not explain it or connect it with the activities during the lesson	The teacher comes to the class and asks a question, ' <i>do you know what is a noun?</i> ' After taking a few responses the teacher says that today's topic is nouns and then writes the objective on the board.
The teacher starts teaching multiplication. He does not state the lesson objectives.	The teacher says that ' <i>today we are going to study multiplication</i> '	The teacher says ' <i>today we are going to learn multiplication</i> '. In addition, the objectives of the lesson can be easily judged by the activities performed in class.
Without any proper introduction or explanation of the topic, the teacher directly starts solving multiplication questions.	The teacher only tells students "today we are going to learn multiplication" or only writes that on board and then starts to solve a question related to it without any explanation or the details on that topic.	The teacher tells the topic and writes on board so that students may know that they are going to do multiplication of fractions. The teacher also explains multiplication of fractions during the group activity
Teacher gives no introduction to the topic	Teacher says, ' <i>Today our topic is subtraction.</i> '	Teacher says, ' <i>Today our topic is subtraction of two digits and we will do a group activity on it as well</i> '



English		
Low	Medium	High
The topic of the class is 'Proper Noun' . The teacher opens the book and starts reading without any explanation or articulation of the objective of the lesson. His activities are not clear and do not relate the class objectives.	The teacher asks names of different things and then tells students that they learn about Nouns without further specification. However, activities help understand the objectives of the lesson.	The teacher asks the names of different things and then explains common and proper Noun. Then, he says that the objective of the class is to learn about 'Proper Noun'. All of the activities are precisely aligned with the objectives of the lesson. They clearly make a sense of the objectives.
The teacher is teaching Verbs. During the lesson, s/he does not state the lesson objectives	The teacher is teaching Verb. During the lesson, s/he performs some activities relating to actions/verbs.	The teacher is teaching verb. During lesson, she states the objectives clearly and perform different activities that are clearly linked to verbs.
The teacher asks the students to open the book and start reading about "Noun" without specifying any objectives	The teacher only says, "today we are going to read about nouns". S/he does not explain if its countable or uncountable, noun types, or others.	The teacher clearly explains the objective of lesson by saying: "today we are going to read about noun, its types (countable or uncountable) and common examples.
The teacher gives no introduction to the topic	The teacher says, <i>'Today our topic is verbs.'</i>	The teacher says, <i>'Today our topic is Verbs and we will study the different types of verbs. We will also do a group activity on it</i>



Coaching Script: The teacher uses questions, or other strategies to ensure students' level of understanding.

### **Check for Understanding**

**DEFINITION:** *Checking for understanding is when the teacher pauses and asks a basic question to see if students understand the lesson so far.*

#### ***What is checking for understanding?***

*Checking for understanding means asking brief questions about the content of your lesson to see whether students are understanding it. These questions usually take between 5 seconds and 2 minutes to answer. Checking for understanding allows you help how much students are learning and to adjust your teaching when you see that students do not understand.*

#### ***What is not checking for understanding?***

*Checking for understanding does not mean: asking students “is that so?” or “Is this correct” or asking them to repeat after you; or testing.*

#### ***What will you learn?***

*You will learn how to ask questions, choose how students will answer, and give students enough time to think before answering.*

### **Instructions**

- Read the observation tool and keep this Coaching manual with you
- The coaching session should be 30 minutes long and should happen in a quite place. After the observation is complete, take 15 minutes and do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Coaching session does not disturb the teachers other tasks.
- The coaching session should not disturb other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous coaching session before going to the class.

### **Coaching Conversation (30 minutes)**

Once you’ve prepared the coaching conversation, use the protocol below to coach the teacher on the selected Teaching Skill.

Check-in (5 min)	1. Check how the teacher is doing <i>For example: Ask “How are you doing today?”</i>
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	<p>2. If you have had a previous coaching session with the teacher:</p> <ul style="list-style-type: none"><li>● Remind her/him of some of the points from previous coaching session e.g:<ul style="list-style-type: none"><li>○ What were the scores from the previous observation</li><li>○ Were they able to implement the action points from the previous coaching</li><li>○ Was it easy to implement the actions in the lesson?</li></ul></li><li>● Ask her/him if the previous coaching helped them improve a little in the teaching.</li><li>● Ask her/him which aspects of the previous coaching were helpful and which ones were less helpful</li></ul> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>○ <i>Remember what we discussed in the last session? Let's quickly go over the notes that we took during our last coaching conversation.</i></li><li>○ <i>Were you able to apply some of these actions in your lesson?</i><ul style="list-style-type: none"><li>● <i>If yes, did you see any improvement in the lesson?</i></li><li>● <i>If no, then can you share what was the reason?</i></li></ul></li><li>○ <i>Which action was most helpful for you in your lesson? Please explain</i></li></ul> <p>3. Ask the teacher how s/he felt the lesson went today, whether s/he is happy with how s/he taught the lesson, and if s/he thinks there are any areas they want to improve</p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>○ <i>How do you think today's lesson went?</i></li><li>○ <i>Are you happy with how the lesson went?</i></li><li>○ <i>Do you think there are any areas you can improve?</i></li><li>○ <i>What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</i></li></ul>
Positives (3 min)	<p>Recognize some of the things the teacher does well. The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. The Coach should let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</p> <p><i>For example: "Firstly, I would like to appreciate you for some of the things you did well in your lesson. You were really good at XXXX which is a very important teaching practice.</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>You treated all students equally today</i></li><li>○ <i>You explained the objectives of the lesson very clearly today.</i></li><li>○ <i>The students were mostly working in today's class.</i></li></ul>





Discussion Area (10 Mins)	<p>One teaching practice that I wanted to discuss in detail with you today is 'Checking for understanding'. This is a very important teaching practice so let's focus on it in detail.</p> <p>You scored X (can be L, M, or H) on this teaching practice.</p> <p>Let's first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>We need to start doing things that are higher on the scale in the manual on this teaching practice. But first let's also look at some examples of this teaching practice at different levels.</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of low, medium, and high of the checking for understanding teaching practice. And discuss the examples from the lesson</i></p> <p>You can ask questions to check the level of students and how much they are understanding. Try to engage a few students, in a classroom that is good practice. Hopefully next time we will move towards high on this practice.</p>
Next Steps (5 min)	<p>Let's now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your 'Teacher Note taking sheet'</p> <ul style="list-style-type: none"><li>● <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>The teacher will go back and develop/review the lessons plans to ensure that they have checking for understanding strategies incorporated in them.</i></li><li>○ <i>The teacher will ask a question to at least 10 students of the class during the next lesson</i></li><li>○ <i>The teacher will conduct a brief test at the end of the lesson from now onwards, the test will not be for grading but to check how much students have learned in a lesson</i></li></ul> <ul style="list-style-type: none"><li>● Confirm the next observation time.</li></ul>



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|  | <ul style="list-style-type: none"><li>• Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li></ul> |
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Example Rubric: The teacher uses questions, or other strategies to ensure students' level of understanding.

Math		
Low	Medium	High
The teacher asks students a yes/no answer such as, “have you all understood the concept of one digit addition?”. The students respond at the same time.	The teacher asks, ‘Can anyone tell me what is "5+4"?' A few students raise their hands and answer.	The teacher asks students to make possible pair of digits whose sum must be 10. Most of the students participate in this activity
The teacher teaches about division but doesn't ask questions.	The teacher is teaching about division and asks students to solve some questions. However, the teacher doesn't give feedback to students.	Teacher is teaching about fractions. S/he draws different shapes and diagrams and asks students to make a fraction. Then, s/he checks student's work and gives them proper feedback.
The teacher writes a long division question and its solution on the board without explanation. Then s/he tells students to copy the question on their notebooks	The teacher solves a long division problem on the board by explaining his process but doesn't explain in detail.	The teacher solves a long division problem on the board by enacting each step and saying out aloud his thinking process involved in each step
The teacher is giving demonstration on fractions. She explains the whole topic without checking if students are able to understand.	The teacher is explaining fractions. During the lesson she asks a student ‘what is numerator and denominator?’	The teacher is explaining fractions. During lesson, s/he uses different charts in which fractions of different kinds are named. She first asks ‘what do you understand about this chart?’ Then she individually goes to every student and asks them different questions. She explains again to those who were unable to answer correctly.



English		
Low	Medium	High
The teacher asks a yes/no answer such as: “Have you all understood what is noun?” All students respond at the same time.	The teacher asks students to give an example of a noun in classroom. Only few students respond by raising their hands.	The teacher asks students to make sentences using nouns.
The teacher teaches the lesson and asks or leaves no time for questions.	The teacher teaches about verbs and asks students to give examples from class.	The teacher teaches about verbs. The teacher first writes the definition of verbs on the board and explains that a verb is used to define an action. The teacher then performs an action and tells students that any action is a verb, like walking. The teacher then writes a few nouns and verbs on the board and ask students to select the ones which are verbs.
The teacher simply states nouns are the names of people, places, animals or things and gives some examples	The teacher explains nouns and their definition and also enacts the process of identifying nouns.	The teacher, along with explaining nouns, also explains the process of identifying nouns and thinks out aloud the entire process. They use different words of the English language and completely state the process in whether identifying them as nouns or not.
The teacher is giving lessons on vowels he/she just tells students what are the vowels. He/she writes them on board and tells that “Tomorrow, I will take a test on vowels”	The teacher is explaining vowels. She first writes the vowels on board, then she writes some words that start with vowels, and then asks 1 or 2 students to name a word that start with a vowel	The teacher is explaining vowels. She writes a few words on the board and randomly asks 4-5 students to identify the vowels in those words. The teacher then asks each student to write at least five words in their notebooks that start with Vowels. She goes around the classroom and randomly checks the answers of some students.



## Coaching Script: The teacher monitors most students during independent/group work

### **Monitoring most students during independent/group work**

**DEFINITION:** The teacher monitors most students by circulating the classroom and approaching individual students or groups to check their understanding.

### ***What is ‘monitoring most students during independent/group work’?***

*During the lesson if the teacher gives the students some work to do independently or as a group then the teacher should make sure that he/she moves around in the classroom to check on each student on whether they are working on not and answer any questions they might have about the activity.*

### ***What will you learn?***

*You will learn how the teacher can make the objectives of the lesson clear and how he/she can link the activities of the lesson to the objective to make sure that the students are clear about what they are studying on the day.*

### **Instruction**

- Read the observation tool and keep this Coaching manual with you
- The coaching session should be 30 minutes long and should happen in a quite place. After the observation is complete, take 15 minutes and do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Coaching session does not disturb the teachers other tasks.
- The coaching session should not disturb other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous coaching session before going to the class.

### **Coaching Conversation (30 minutes)**

Once you’ve prepared the coaching conversation, use the protocol below to coach the teacher on the selected Teaching Skill.

Check-in (5 min)	<ol style="list-style-type: none"><li>1. Check how the teacher is doing <i>For example: Ask “How are you doing today?”</i></li><li>2. If you have had a previous coaching session with the teacher:<ul style="list-style-type: none"><li>● Remind her/him of some of the points from previous coaching session e.g:<ul style="list-style-type: none"><li>○ What were the scores from the previous observation</li><li>○ Were they able to implement the action points from the previous coaching</li><li>○ Was it easy to implement the actions in the lesson?</li></ul></li></ul></li></ol>
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	<ul style="list-style-type: none"> <li>• Ask her/him if the previous coaching helped them improve a little in the teaching.</li> <li>• Ask her/him which aspects of the previous coaching were helpful and which ones were less helpful</li> </ul> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>○ Remember what we discussed in the last session? Let's quickly go over the notes that we took during our last coaching conversation.</li> <li>○ Were you able to apply some of these actions in your lesson?             <ul style="list-style-type: none"> <li>• If yes, did you see any improvement in the lesson?</li> <li>• If no, then can you share what was the reason?</li> </ul> </li> <li>○ Which action was most helpful for you in your lesson? Please explain</li> </ul> <p>3. Ask the teacher how s/he felt the lesson went today, whether s/he is happy with how s/he taught the lesson, and if s/he thinks there are any areas they want to improve</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>○ How do you think today's lesson went?</li> <li>○ Are you happy with how the lesson went?</li> <li>○ Do you think there are any areas you can improve?</li> <li>○ What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</li> </ul>
Positives (3 min)	<p>Recognize some of the things the teacher does well. The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. The Coach should let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</p> <p><i>For example: "Firstly, I would like to appreciate you for some of the things you did well in your lesson. You were really good at XXXX which is a very important teaching practice."</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>○ You treated all students equally today</li> <li>○ You explained the objectives of the lesson very clearly today.</li> <li>○ The students were mostly working in today's class.</li> </ul>
Discussion Area (10 Mins)	<p>Say: "One teaching practice that I wanted to discuss in detail with you today is 'Checking for Understanding'. This is a very important teaching practice so let's focus on it in detail.</p> <p>You scored X (<i>can be Low, Medium, or High</i>) on this teaching practice.</p>



	<p>Let's first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice"</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>Say: "We need to start doing things that are higher on the scale in the manual on this teaching practice. But first, let's also look at some examples of this teaching practice at different levels."</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of the low, medium, and high of the teacher using positive language with students. And discuss the examples from the lesson</i></p> <p>When you give the students an activity during the lesson then as a teacher you should move around in the classroom and check if every student is working on the task. The teacher should do this if the work given to students is independent or as a group. The teacher should also make sure that if the students have any questions, then they he/she should clarify the questions for the students.</p>
Next Steps (5 min)	<p>Let's now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your 'Teacher Note taking sheet'</p> <ul style="list-style-type: none"><li>● <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>The teacher provides independent/group work to the students during the lesson</i></li><li>○ <i>The teacher will work around the classroom to check if they are working on the activity that is provided to the students.</i></li><li>○ <i>When the activity is over the teacher should also repeat the objectives of the lesson and connect them with the activity to make sure that the students understand what they have learned from the activity.</i></li><li>● Confirm the next observation time.</li><li>● Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li></ul>



Example Rubric : Teacher Monitors Students during independent/group work

Applicable to all subjects		
Low	Medium	High
The teacher does not monitor the students at all while students are busy in doing the assigned task individually or collectively.	The teacher monitors a few students while students are busy in doing the assigned task individually or collectively ( class work). OR if she monitors the majority of students, she does not help or assist the students if they are doing something wrong.	The teacher monitors the majority of the students while students are busy in solving assigned questions individually or collectively ( class work). The teacher also helps students that are having difficulties or doing something wrong.
The teacher asks the students to identify common and proper nouns from the given story. She monitors the work of only 4-5 students from a class of 30.	The teacher takes round of class and checks the work of students. She points out the mistakes of some students but does not comment how to correct them.	The teacher monitors the whole class and points out that some students have written common nouns in place of proper nouns. She further explains the differences between common and proper nouns to help students to clarify their mistakes
The teacher monitors students by sitting on one place	The teacher just monitors a few students	The teacher monitors the whole class and asks students individually if they are facing any problems
The teacher gives instructions but doesn't monitor students during the activity	The teacher monitors some students and gives some instructions. However, mostly students are ignored	The teacher provides specific and clear instructions for activities and monitors almost all the students during activities





## Coaching Script: The teacher adjusts teaching to the level of students

### Adjusting teaching to the level of students

**DEFINITION:** *The teacher adjusts teaching to the level of students.*

**What is ‘adjusting to the level of students’?**

*The teacher substantially adjusts teaching for students by providing students with more opportunities to learn. The teacher may further present information in a different way to help students better understand the concept being taught. The teacher may also provide more challenging tasks for those who already have an advanced understanding.*

**What will you learn?**

*You will learn how the teacher adjusts teaching to the level of students.*

### Instruction

- Read the observation tool and keep this Coaching manual with you
- The coaching session should be 30 minutes long and should happen in a quiet place. After the observation is complete, take 15 minutes and do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Coaching session does not disturb the teachers other tasks.
- The coaching session should not disturb other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous coaching session before going to the class.

### Coaching Conversation (30 minutes)

Once you’ve prepared the coaching conversation, use the protocol below to coach the teacher on the selected Teaching Skill.

Check-in (5 min)	<p>How are you doing today? Hope you are feeling well?</p> <ul style="list-style-type: none"><li>● <i>If you have had a previous coaching session with the teacher, then recall some of the points from previous observation and also ask the teacher to share if the previous coaching helped them improve a little in the teaching. What were the areas that were helpful?</i></li></ul> <p>Before we start, I would like to know from you how they feel like the lesson went today and are you happy with how you taught the lesson? Do you think there were any areas you think you want to improve?</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>How are you doing today?</i></li><li>○ <i>How do you think today’s lesson went?</i></li><li>○ <i>Are you happy with how the lesson went?</i></li><li>○ <i>Do you think there are any areas you can improve?</i></li></ul>
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	<ul style="list-style-type: none"><li>○ <i>What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</i></li></ul>
Positives (3 min)	<p>Firstly, I would like to appreciate you for some of the things you did well in your lesson.</p> <ul style="list-style-type: none"><li>● <i>The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. Let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>You treated all students equally today</i></li><li>○ <i>You explained the objectives of the lesson very clearly today.</i></li><li>○ <i>The students were mostly working in today's class.</i></li></ul>
Discussion Area (10 Mins)	<p>One teaching practice that I wanted to discuss in detail with you today is <i>'The teacher adjusts teaching to the level of students.'</i> This is a very important teaching practice so let's focus on it in detail.</p> <p>You scored X (can be L, M, or H) on this teaching practice.</p> <p>Let's first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>We need to start doing things that are higher on the scale in the manual on this teaching practice. But first, let's also look at some examples of this teaching practice at different levels.</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of the low, medium, and high of the teacher treats all students respectfully. And discuss the examples from the lesson</i></p> <p>When a teacher is teaching, and he/she sees that some students are not able to understand the topic or need more explanation or are giving wrong answers then the teacher either tries to explain more or explains in a different way.</p>
Next Steps (5 min)	<p>Let's now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your 'Teacher Note taking sheet'</p>



	<ul style="list-style-type: none"><li>● <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>The teacher sees if all the students are understanding the concept or the topic</i></li><li>○ <i>If the teacher sees that students are not getting the concept, the teacher stops and tries to explain the concept again</i></li><li>○ <i>The teacher will try to explain in a different way to make sure all different students learn.</i></li></ul> <ul style="list-style-type: none"><li>● Confirm the next observation time.</li><li>● Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li></ul>
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Math		
Low	Medium	High
Teacher solved math questions by herself on board having no students involvement	Teacher solved math questions by involving students but did not asked questions.	Teacher solved math questions with the help of students step by step and involved mostly students
Teacher teaches one digit addition to students of grade 3. That will be potentially easy for most of the students.	While teaching students about two digit addition with carry teacher notices that some students are carrying incorrectly. Teacher orally explains the process involved in two digit addition with carry and moves on. That (approach) will be difficult for some students.	While teaching students about two digit addition with carry teacher notices that some students are carrying incorrectly. Teacher explains the concept of ones and tens followed by practical demonstration of whole process of two digit addition with carry on whiteboard. Alternatively teacher assigns high level questions to students who have already completed their worksheet earlier than other students.
SLO is Percentage. Used monotonic approach. No versatility at any step is observed, e.g. teacher totally ignored wrong attempts by students and stick to the way S/he planned. Like gave worksheet to solve 75% and student solved it wrong but teacher moved on without pausing and re-explaining.	SLO is Percentage. Teacher notices that many students are not correctly attempting question how to write 25/100 in percentage? S/he explained to few students but didn't correct whole class.	SLO is Percentage. Teacher attended whole class learner like slow learner to good learner, e.g. Teacher noticed that many of students have difficulty writing fraction of percentage s/he stops the activity in between and re-brief concept then continued. S/he might give extra questions to good learner.





## Coaching Script: The teacher gives critical thinking tasks to the students

### Teacher provides critical thinking tasks

**DEFINITION:** The teacher provides critical thinking tasks.

#### **What is responding to students' needs?**

*Critical thinking tasks are tasks such as making predictions, identifying patterns, explaining thinking, making connections, and interpreting information. They also include applying learned information or techniques to new tasks the teacher has not demonstrated.*

#### **What will you learn?**

*You will learn how a teacher can provide critical thinking tasks to students and what are critical thinking tasks*

### Instruction

- Read the observation tool and keep this Coaching manual with you
- The coaching session should be 30 minutes long and should happen in a quite place. After the observation is complete, take 15 minutes and do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Coaching session does not disturb the teachers other tasks.
- The coaching session should not disturb other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous coaching session before going to the class.

### Coaching Conversation (30 minutes)

Once you've prepared the coaching conversation, use the protocol below to coach the teacher on the selected Teaching Skill.

Check-in (5 min)	<p>How are you doing today? Hope you are feeling well?</p> <ul style="list-style-type: none"><li>● <i>If you have had a previous coaching session with the teacher, then recall some of the points from previous observation and also ask the teacher to share if the previous coaching helped them improve a little in the teaching. What were the areas that were helpful?</i></li></ul> <p>Before we start, I would like to know from you how they feel like the lesson went today and are you happy with how you taught the lesson? Do you think there were any areas you think you want to improve?</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>How are you doing today?</i></li><li>○ <i>How do you think today's lesson went?</i></li><li>○ <i>Are you happy with how the lesson went?</i></li><li>○ <i>Do you think there are any areas you can improve?</i></li></ul>
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	<ul style="list-style-type: none"><li>○ <i>What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.)</i></li></ul>
Positives (3 min)	<p>Firstly, I would like to appreciate you for some of the things you did well in your lesson.</p> <ul style="list-style-type: none"><li>● <i>The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. Let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>You treated all students equally today</i></li><li>○ <i>You explained the objectives of the lesson very clearly today.</i></li><li>○ <i>The students were mostly working in today's class.</i></li></ul>
Discussion Area (10 Mins)	<p>One teaching practice that I wanted to discuss in detail with you today is 'Teacher provides a critical thinking task'. This is a very important teaching practice so let's focus on it in detail.</p> <p>You scored X (can be L, M, or H) on this teaching practice.</p> <p>Let's first read the rubric and see how the practice is defined and what is the Low, Medium and High level of this practice</p> <p><i>The Coach then shows the teacher the scale/rubric of that teaching practice and asks them to read the low, medium, and high of the scale</i></p> <p>We need to start doing things that are higher on the scale in the manual on this teaching practice. But first, let's also look at some examples of this teaching practice at different levels.</p>
Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of low, medium, and high of the teacher responds to students' needs. And discuss the examples from the lesson</i></p> <p>A thinking task is a task that has more than one right answer and the students have to think critically to solve that question. Mostly questions starting with 'Why' or 'how' are critical thinking task questions. However, the teacher can also give other tasks that can require some level of thinking for the student e.g. matching exercise.</p>
Next Steps (5 min)	<p>Let's now write down some key next steps that you can take on this teaching practice before the next observation.</p> <p>Can you please take a pen and write these down as we discuss on your 'Teacher Note taking sheet'</p>





	<ul style="list-style-type: none"><li>● <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i></li></ul> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>○ <i>The teacher will give one critical thinking task that starts with the 'Why'</i></li><li>○ <i>The teacher will give one critical thinking task that starts with the 'How'</i></li><li>○ <i>The teacher gives students work that makes them think about the topic they are studying</i></li></ul> <ul style="list-style-type: none"><li>● Confirm the next observation time.</li><li>● Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.</li></ul>
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Math		
Low	Medium	High
How many books do you have?	How many books are there in your class if one student has 5 books?	Two students play game of 17 parts. A student can pick 1 to 3 parts at the same time. The one who picks last wins the game. Devise a mathematical way to win this game.
After explaining fractions teacher may say complete exercise of fractions from your book.	Teacher may say give examples of fractions from your classroom.	Teacher may divide students in groups and provide some flash cards to each group and ask them to separate fractions from them. And then each group will represent their "fractions".
No thinking task given	Thinking task given somehow	Complete thinking task provided to students
The teacher teaches the topic only.	The teacher explains and give students the practice.	The teachers not only explains, practices the topic but gives the student the challenge of creating something using that knowledge and enhance critical thinking in students
English		
Low	Medium	High
Who was Quaid e Azam?	What do you think about Quaid e Azam?	What distinguishes Jinnah from his contemporaries?
Teacher may write examples of SENTENCE on board and ask students to copy them on their notebooks and learn them.	Teacher may ask students to write down five sentences of their daily use on notebooks.	Teacher may ask students to write five sentences of their daily use and five phrases as well on their notebooks.
The teacher teaches the topic only.	The teacher explains and give students the practice.	The teachers not only explains, practices the topic but gives the student the challenge of creating



		something using that knowledge and enhance critical thinking in students
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### Step 3: Teacher Learning Circle

The third step of the program is to do a Teacher Learning Circle session. The purpose of the 1-hour long monthly session is to ensure that teachers are able to sit in a group, focus on one key teaching practice, and learn from and with each other. The Teacher Learning Circle sessions are led by Head Teachers as follows:

- 1) Once a month the Head Teacher conducts a Teacher Learning Circle session. The Head teacher can use the help of the Lead teacher in the school.
- 2) All the teachers in the school participate in the session.

The following sequence should be followed in each Teacher Learning Circle:

Month	Unit
1 <sup>st</sup> Month	Unit 1: Teacher uses positive language with students
2 <sup>nd</sup> Month	Unit 2: The teacher responds to students needs
3 <sup>rd</sup> Month	Unit 3: The teacher clearly states the objectives of the lesson
4 <sup>th</sup> Month	Unit 4: The teacher asks questions or uses other strategies to ensure student's level of understanding
5 <sup>th</sup> Month	Unit 5: The teacher monitors most students during independent or group work
6 <sup>th</sup> Month	Unit 6: The Teacher provides critical thinking tasks

Each unit is designed to be an interactive activity where the Coach can ask questions from the teachers and hear them as they share their experiences. The more teachers share from their classrooms, the better.



## Unit 1: Teacher uses Positive Language with students

### ***Introduction***

This Teacher Learning Circle is about using positive language in the classroom to create an encouraging learning environment for students. At the end of the unit, you will be able to:

- Learn why using positive language is important in a classroom
- Learn different ways how positive language can be used in the classroom to encourage students

### ***Why is it useful to use positive language in the classroom?***

It is important to create a classroom environment where students can feel emotionally safe and supported. All students feel welcome if the teacher treats them all respectfully. Consider the following:

**Example 1:** The teacher teaches a concept to the class and gives them classwork. The teacher notices that one student is not able to do the work assigned to him. The teacher goes to the student and starts telling him: ‘you are not a good student’, ‘you never do your work’ or ‘you cannot do this work’.

**Question:** *How do you think the student will feel? How do you think he will behave?*

**Example 2:** The teacher teaches a concept to the class and gives them classwork. The teacher notices that one student is not able to do the work assigned to him. The teacher goes to the student and tells him ‘you are a great student and if you try harder you can do this’

**Question:** *How do you think the student will feel? How do you think he will behave?*

### **Explanation**

In the first exchange, the words that the teacher uses are not supporting and encouraging for the student. The student will not feel good after hearing the words and will not be motivated to work hard. A teacher should try to be supportive to the students so students can work harder. In the second example the teacher sees that the student is finding it difficult to work and then tries to support him by saying positive words and encouraging them.

### **Activity 1: Using positive language during a lesson**

Assume that in a Grade 3 Mathematics lesson, students are learning about multiplication and division. The teacher gives a question of multiplication for students to solve.

#### **Example 1**

**Teacher:** Can anyone tell me, what is 3 multiplied by 9?

**Student:** 20.

**Teacher:** Wrong. You are never able to give the right answer.

**Student:** Sorry sir



**Teacher:** What sorry? You are a very bad student.

Discuss the following question with your colleagues:

**Question:** *Do you think that the teacher used the right words with the student?*

**Response (to be discussed with the participants)**

No, the teacher was not supportive of the student. The teacher didn't use positive words when the student was unable to give the right answer. Because of this, the student stopped trying, will not want to participate in class, and feels that he cannot have the right answer.

## Example 2

**Teacher:** Can anyone tell me what is 5 Multiplied by 3 is?

**Student:** 10

**Teacher:** No. But try again, you are very good student. I am sure if you think you can give the right answer. Remember when we discussed the table of 5.

**Student:** Yes sir.

**Teacher:** Okay, so read the table of 5 with me. (student reads the table along with teacher). So when we multiple 5 with 3 what is the answer?

**Student:** 15

**Teacher:** Yes! Very good. See I told you that if you try you will get the right answer. You are a very good student of the class just like all the other students.

**Question:** *Do you think that the teacher used the right words?*

**Response (To be discussed with the participants)**

We think that example 2 is a very good way of supporting students in the classroom. The student is encouraged even when he/she gives a wrong answer. And with a little support the student is able to try and give the right answer.

## Task:

- Now each one of you please write 10 positive words that you will use in your lesson in future.
- Ask all the participants to share any 2 words they have written.

## Follow-up activity:

- Divide the participants in two groups. Tell one group to create a drama of a classroom with negative supportive environment for students where teacher uses negative word. Tell the other group to create a supportive learning environment for students where teacher uses positive words. Then tell them to act.

**Follow up question:** What are the key differences in both the classes?



## Unit 2: The teacher responds to students' needs.

### Introduction

This unit is about the practice of responding to student needs. At the end of the unit you will be

able to:

- Give examples of common student needs in primary school classrooms
- Suggest positive ways in which you can respond to student needs

### What are students' needs?

Imagine yourself back in the classroom. Before you begin, you choose a place to sit where it is cool, and you can see the board. You make yourself comfortable. You get out the things you will need (a notebook perhaps and a pencil). You settle down and start to concentrate. In other words, you get what you need so that you are ready to learn. But young students need parents, caregivers, and teachers to help them get ready to learn. They can't do it on their own yet. Older students can often work out what they need but even they need help from the teacher sometimes. They might be able to borrow a pen from a friend if they have left theirs at home but if they are anxious about a test or exam, for example, they need the teacher to reassure and guide them so that they can continue to learn.

This unit is all about responding to student needs. Students needs fall into three categories: social and emotional needs, resource needs and physical needs.

### Examples

*Here are two examples of social and emotional needs.*

- A group of boys had an argument, and they continue to exchange words in the classroom. They need the teacher to intervene to help them resolve the argument so that they can concentrate on the lesson.
- A student dropped her snack on the way to school and she is upset. She needs the teacher to comfort her before she is ready to start learning.
- One of your students doesn't have a workbook or a pencil. She needs the teacher to give her the resources or to encourage other students to share their resources.

*Here are some examples of physical needs:*

- During a read-aloud, the teacher notices one of her students is day-dreaming. When she checks, she discovers the student can't hear the story. The student needs the teacher to ask him to sit closer and maybe he needs the teacher to refer him for a hearing test.



- Students in one row are squashed together with bags on the table. They can't open their books. They need help from the teacher to re-arrange themselves and their belongings.

### How to identify needs

Sometimes students will tell teachers what they need. They might raise their hand if they want to get a drink or go to the toilet. But in most cases, students stay quiet. This means that teachers must be very observant, and they must anticipate student needs.

It also means they must know their students really well so that they can respond to student needs in an appropriate way.

### Activity 2:

Read the following examples to the students.

**Example 1.** Miriam is 7 years old. She walks into the classroom after break and she is crying. She had a fall in the playground. What would you do?

#### Answer

The teacher responded sympathetically. He asked what happened and listened carefully. He asked if she was okay. Then, to distract her, he asked Miriam to help him sort out some flash cards for the next lesson.

**Example 2.** Cecil is joking with other students when he should be working. The teacher goes to his desk to scold him and sees that, as usual, he has no textbook. What would you do?

#### Answer

The teacher asked Cecil to come and sit at the front of the class. She gave him her copy of the textbook and she kept an eye on him to check that he was working. At the end of the school day, she spoke to Cecil. She asked him why he forgets his textbook so often. Then she asked him to suggest ways of remembering to bring his book. She wrote down his ideas and asked him to try these suggestions for a few weeks to see if things improved.

**Example 3.** The teacher is reading a story to his class. But there is a busy street outside and the road is being repaired. Some students are raising their hands to say they cannot hear the story. What would you do?

#### Answer

The teacher closed the windows and resumed reading. After a couple of sentences, she checked if students could hear the story any better. They still could not hear so she asked them to come and sit closer to her – the other students had to squash up a bit on the bench.





Eventually, she asks students “Should I continue the story? Or should we wait and read this later when it is quiet?”

**Example 4.** The teacher notices that Gloria is squinting when she looks at the board. She also notices that she does it regularly and that she often rubs her eyes. What would you do?

**Answer**

First, the teacher asked Gloria if she was having difficulty seeing what was on the blackboard. Then the teacher asked Gloria to try sit close to the board to see if that helped. The teacher later spoke to Gloria parents and advised them to have Gloria eyesight tested.

**Activity 3: Learning about social and emotional skills**

Social and emotional skills refer to the abilities to regulate one’s thoughts, emotions and behavior. Teachers with good social and emotional skills are more likely to notice and respond effectively to student needs.

*Skill Description*

- Self-awareness Knowing, understanding and trusting ourselves
- Self-regulation Governing out impulses and emotions
- Social awareness Understanding other people’s feelings, needs and concerns
- Positive communications Interacting with kindness and respect for ourselves and others
- Determination Pursuing goals with resolve and purpose
- Responsible decision-making Making constructive and respectful choices

**Ask these questions to all the colleagues (Request more than one person to answer)**

**Question 1:** A teacher is concerned that one of her students might have a hearing problem. He is quiet

and withdrawn and often he doesn’t hear me when I call his name. How should the teacher respond?

- A. Talk with the school principal and ask for his advice.
- B. Speak with him privately to find out what might be making him quiet and withdrawn and how you can help.
- C. Contact his parents to suggest they take their son for a hearing test.
- D. All of the above.

**The correct answer is D.**



**Question 2:** Which of the following is not an example of a social and emotional skill?

- A. Social awareness
- B. Writing
- C. Self-regulation
- D. Determination

**The answer is B. Self-regulation** (the ability to understand and regulate our feelings) is a social and emotional skill.

**Question 3:** Which of the following statements best describes social and emotional skills

- A. The ability to make lots of friends.
- B. The ability to regulate one's thoughts, emotions and behaviour.
- C. The ability to paint pictures and recite poetry.
- D. The ability to make important decisions.

**The answer is B.**

**Question 4:** True or false. Responding to student needs helps ensure that students are ready to learn.

**The answer is True.**

**Question 5:** Grade 1 students are sitting with their bags on the table and there is no room for them to work. The teacher helps them move their bags so that they have space. Is this an example of responding to student needs?

**We think the correct answer is yes.** The students may be too young to say they need space so the teacher must respond and help them



### Unit 3: The teacher clearly states the objectives of the lesson and connects classroom activities to the objectives.

#### ***Introduction***

This unit is about clearly stating the objectives of the lesson and connecting them to the lesson activities. At the end of the unit, you will be able to:

- Learn why it is important to clearly state the objectives of the lesson
- Learn different ways how the teacher can clearly state the objectives of the lesson and connect them to the different activities of the lesson.

#### ***Why is it useful to clarify the objectives of the lesson?***

In the classroom it is important that the students know what is the objective of the day's lesson. Without knowing the objective, the students will not be able to understand why they are studying the topic and how it is related to the different activities. The teacher should also make sure that all the activities of the lesson are connected with the objective and should keep repeating the objective of the lesson before and after every activity. The teacher should also explain how the activity is connected to the objective of the lesson they are studying.

Consider the following:

**Example 1:** The teacher enters the classroom and asks the students to open their books on page 11 and start reading. The teacher then tells them that in 15 minutes he will ask them questions about what they are reading and then in the group they will explain what they have read.

**Question:** *Do you think the students are very clear about what they are learning?*

**Example 2:** The teacher enters the classroom and tells the students that today they are going to study about Nouns and the types of nouns. The teacher then writes the topic on the blackboard and asks the students to open their books and start reading on page 11 where there is definition of noun and some examples given. Once the students are done reading the teacher explains what they have read is about nouns and types of nouns and then tells the students to divide in groups and write down 5 names of Nouns and also 5 names of each types of Nouns.

**Question:** *Do you think the students are very clear about what they are learning?*

#### **Explanation**

In the first example, the teacher enters the classroom and just starts teaching without explaining to the students what is the objective of the today's lesson. The teacher also assigns tasks without explaining how it is connected to the objective of the lesson. The students in this example will be very confused as they will not know what they are studying and why different activities are going to do. In the second example the teacher first says the objective of the lesson and then also writes it on the board. The teacher then assigns the task and



connects it with the objective of the lesson. This makes it clear to the students what is the objective of the lesson and how the activity is connected to it.

### **Activity 1: Clearly stating the objectives of the lesson**

Assume that in a Grade 3 Mathematics lesson, the teacher enters the classroom and does either of the following:

#### **Example 1**

**Teacher:** Take out your books and notebooks. And start copying what I am writing on the board.

**Student:** Okay sir.

**Teacher:** When you have written let me know.

**Student:** We are done sir.

**Teacher:** Okay, now you have 5 minutes to prepare and I will take a test.

Discuss the following question with your colleagues:

**Question:** *Do you think that the students will be clear what they have learned today?*

#### **Response (to be discussed with the participants)**

No, the teacher did not even tell the students what is the topic of today's lesson and what is the objective. The teacher simply came to the class and started giving instructions and writing on the board. The students are following and completing the tasks but they do not have clarity on what is the objective they are studying. This way even if the students are able to complete the tasks they will not be able to clearly know what was the objective of the lesson.

#### **Example 2**

**Teacher:** Hello class. Today we will learn about double digit multiplication and how we can do double digit multiplication. I am also writing the objective on the board, please take out your note books and first note the objective on your notebooks.

**Student:** Okay sir

**Teacher:** I am writing two questions of double digit multiplication on the board. Also, please pay attention as I solve these questions. Then you copy them in the notebook

**Student:** Okay sir.

**Teacher solves the questions on the board while explaining.**

**Teacher:** Are there any questions?

**Student:** No sir.



**Teacher:** Okay, I am writing two more questions of double digit multiplication this time I want you to do them on your copies. You can ask me any question you want.

Discuss the following question with your colleagues:

**Question:** *Do you think that the students will be clear what they have learned today?*

**Response (To be discussed with the participants)**

The second example is very good as the teacher first explains the topic, writes it on the board and then asks the students to also write the topic on their copies. The teacher then explains the questions and reminds students that these are both double digit multiplication questions. Then the teacher gives tasks to the students and asks them to perform double digit multiplication. By doing all this, the teacher has made sure the students know what is the objective of the lesson and then also connects each activity to the objective.

**Task:**

- Design a lesson plan such that the objective of the lesson is very clearly stated and each activity is connected to the objective.



## Unit 4: The teacher uses questions, or other strategies to ensure students' level of understanding.

### *Introduction*

This unit is about using questions and other strategies to check for understanding. At the end of the unit, you will be able to:

- Explain why checking for understanding is important
- Describe a few different strategies to check for understanding

### *Why is it useful to check for understanding?*

As teachers, we need to check if students are understanding what we expect them to learn. We need to check learning throughout the lesson because if we wait until the end of the lesson or until students are tested, it is too late to help students if they don't understand. We will likely end up in a scenario in which only few students follow the lesson while others are distracted and unable to catch up.

Consider this familiar scene. The teacher teaches a concept to the class. He/she continually asks "Do you understand?" and "Is it clear?", "Is that so?". Students chant back the response 'Yes Sir' or 'Yes Miss'. However, when the teacher looks at their work or gives a test, they find out that students have not understood at all.

### **What are some good and bad practices to check for understanding?**

#### **Bad practice**

Asking 'Do you understand?', "is that so?" or any question that has a binary answer (such as the ones in the examples below) and not following-up with questions is a **bad strategy** for checking for understanding because students can get the right answer by guessing and are unlikely to tell you when they don't understand.

#### **Examples**

**Teacher:** Is a cat a living thing or a non-living thing?

**Student A:** Living

**Teacher:** Is a table a living thing or a non-living thing?

**Student B:** Non-living

#### **Good Practice**

A **good way to check for understanding** reveals what students know (or don't know) and helps teachers make decisions about what to do next.



### Example

**Teacher:** Is a plant a living thing or a non-living thing?

**Student A:** Living

**Teacher:** Tell me more...why do you think a plant is a living thing?

**Student A:** Because it grows

### Explanation

In the first exchange, it is possible that students answered correctly by chance, or from memory. As a teacher, I know the student has given me the correct answer, but I don't know if they understand why. In the second exchange, the questions test understanding and they reveal a misconception and so the teacher knows what to do next – correct the misconception. There are different types of questions teachers can ask to determine students' level of understanding. Often teachers ask a series of questions building on the answers students provide – as in the example we just looked at about living and non-living things. Finally, remember that the teacher's job is to ensure that all children are learning so it is crucial to involve all students -not just the best students- when checking for understanding.

### **Techniques to ensure all student are checked for understanding:**

Teachers can give quick tasks to students, short quizzes, or play games to check for understanding (for example, the teacher write a few questions on the board and pick a few students to come and solve the questions one by one OR the teacher can take a test and ask students to check the answers of the students next to them). The teacher can also randomly ask students to respond to questions instead of asking students to volunteer to answer by raising their hand or asking all the class to answer in unison (which makes it hard to know if a particular child is not understanding). Another way to check for understanding is to break the class into smaller groups and have student leaders who can ask questions within their group and then help teacher identify which students are not able to grasp the concept.

### **Activity 1: Checking for understanding during a lesson**

Assume that in a Grade 3 Mathematics lesson, students are learning about proper and improper fractions. The teacher is checking that students understand the difference between them. Read and discuss these two examples of checking for understanding that the teacher makes.

### Example 1

**Teacher:** Can anyone tell me, what is a proper fraction?

**Student:** When the numerator is smaller than the denominator.

**Teacher:** Very good. Correct. Any other answer?

**Student:** A proper fraction is less than one.



**Teacher:** That's correct. What is an improper fraction?

**Student:** The numerator is larger than denominator.

**Teacher:** Okay, improper fractions are always more than one. Good.

Discuss the following question with your colleagues:

**Question:** *Do you think that the teacher has deployed effective checks for understanding?*

### **Response (to be discussed with the participants)**

We think it's good that the teacher asks questions, but it is possible that the students are simply repeating the definitions they have learnt. They might not really understand the difference between proper and improper fractions.

### **Example 2**

**Teacher:** Look at these two fractions (teacher writes  $9/7$  and  $7/9$  in the student's notebook or blackboard).

Which one is the improper fraction?

**Student:** This one (student points to  $9/7$ ).

**Teacher:** Why do you think this one is the improper fraction?

**Student:** Because the number at the top is bigger than the one at the bottom.

**Teacher:** Anything else?

**Student:**  $9/7$  is bigger than one.

**Teacher:** That's right. Can you give me another example of an improper fraction?

**Question:** *Do you think that the teacher has deployed effective checks for understanding?*

### **Response (To be discussed with the participants)**

We think that this is a good example of checking for understanding because the teacher asks the student to apply what they have learnt. If they don't understand the difference between proper and improper fractions, they will not be able to explain the reason for their choice. Also, they will not be able to give their own example.

### **Task:**

- Write 5 different ways that you will do checking for understanding in your lesson in future.





## Unit 5: The teacher monitors most students during individual or group work.

This unit is about monitoring students during individual or group work. At the end of the unit you will be able to:

- Explain what monitoring individual or group work involves and why it is important
- Identify good examples of monitoring individual or group work.

### Why is it useful to monitor students during individual or group work?

Today, we're talking about the practice of monitoring student work. There comes a time in most lessons where the teacher stops talking and students engage in a task. They may do so individually, in pairs or in small groups.

*Here are some examples of such work*

*Students work individually to answer questions from the textbook in their notebooks, students work in groups of three to do a science experiment, students work in pairs to practice a conversation using new vocabulary.*

### Good Practice

While students are working, the teacher should be checking their progress and understanding of the task and the skills and concepts involved. This is monitoring. While monitoring, the teacher makes sure that students are 'on task', she checks the work they are doing and asks questions to find out what they understand.

### Bad Practice

Typically, teachers do not go to every student or group during monitoring. That's why this practice says 'The teacher monitors most students during individual or group work. They go to a selection of students or groups. Often teachers make sure they go to a selection of students who represent the range of ability in the class. They go to a few students who they think will find the task challenging, and they go to a few students who they think will find the task less challenging. Sometimes monitoring is minimal. For example, the teacher glances at work and says 'Good, now try the rest of the exercise'. Or the teacher might make a comment such as "check your answer here".

In other situations, feedback is more extensive. For example, a teacher might have a longer exchange with the student to help resolve a misconception or to extend their learning.

### Activity 1

Discuss the following examples with your colleagues.

*Example 1:*

In a math class the teacher tells students to solve questions 1, 2, and 3 from the book in their note books. The teacher gives students 15 minutes to solve the questions. After giving the task the teacher takes a chair and sits in front of the class and waits until all students have done their work.



Discuss the following question with your colleagues:

***Question: By sitting in the front of the class, is the teacher able to monitor how the students are solving the question?***

**Response (to be discussed with the participants)**

In this example, the teacher is not able to check if the students are able to solve the questions correctly. The students might be finding it very difficult to solve the questions and might need teacher support or they might be scared to ask the teacher until the teacher comes to them. If the teacher monitors students he/she would be able to see which students are working and which are not.

***Example 2:***

In a math class the teacher tells students to solve questions 1, 2, and 3 from the book in their note books. The teacher gives students 15 minutes to solve the questions. After giving the task the teacher starts walking in the class and goes to every side of the class. The teacher looks at work of different students both at the front of the class and the side. The teacher also guides a few students who are not able to solve the questions.

Discuss the following question with your colleagues:

***Question: By walking in the class, is the teacher able to monitor how the students are solving the question?***

**Response (to be discussed with the participants)**

In this example, the teacher is able to check if the students are able to solve the questions correctly. The students might be finding it very difficult to solve the questions and might need teacher support, and by walking in the class the teacher is able to help those students and also understand how many students are working and how many are not. The teacher can then help all the class if he/she sees that most students are not able to solve the questions.

**Ask these questions to all the colleagues (Request more than one person to answer)**

Q1. Which of the following activities is not a description of monitoring?

1. The teacher walks around the classroom.
2. The teacher walks around the classroom, looking at some students' work and asking them questions about it.



3. The teacher asks students to raise their hands if they need another 5 minutes to finish

the task.

4. The teacher goes from group to group asking questions to check that students have understood the activity she has asked them to do.

✓ **1 is the correct answer.** *Walking around the classroom is not a description of monitoring. In activities 2, 3 and 4 the teacher is checking something or collecting information to help her understand student progress.*

Q2. What is a 'no-fly' zone in the classroom?

1. The cleanest place in the classroom.
2. The place in the classroom where the teacher frequently visits.
3. The place in the classroom where teachers rarely visit.
4. The area close the blackboard.

✓ **3 is the correct answer.**

Q3. Which of the following are a function of monitoring?

1. To identify students who need extra help.
2. To ask questions and check students understanding
3. To help decide if students are ready to move on to the next activity.
4. All the above.

✓ **4 is the correct answer.**



## Unit 6: The Teacher Provides critical thinking tasks

### Introduction

This unit is about providing thinking tasks for students you teach. At the end of the unit you will be able to:

- Identify thinking tasks
- Explain why it is important for teachers to provide thinking tasks for students.

### *Why is it useful to provide critical thinking tasks*

Education should allow students to also think and solve problems. A teacher should make sure that the students in the classroom are able to not just memorize the syllabus but also develop skills to think and solve problems. During a lesson, a teacher should provide tasks that make students think critically.

### What are not thinking tasks?

Most of the tasks teachers give to students require them to think. But are you giving students tasks that encourage students to use and develop a variety of thinking skills? Many of the classroom tasks teachers give to students encourage them to memorise facts or tell something in exactly the same way it was told to them. Other tasks require them to learn how to apply a rule. Being able to memorize information and apply rules correctly are very important skills. Students need to know in a second that 8 multiplied by 7 is 56 and that in English, we use 'They have a dog' and not 'They has a dog'. But this is not enough.

### What are thinking tasks?

Students also need to develop higher order thinking skills. These higher order thinking skills are sometimes called critical thinking skills. High order thinking is more than recalling facts or following rules. It requires students to do something with the facts — understand them, infer from them, connect them to other facts and concepts, categorize them, manipulate them, put them together in new ways, and apply them to find solutions to new problems. High order thinking skills are important transferable life skills and they are also important learning skills: they help students learn more and learn more deeply.

### Activity 1:

Discuss the following examples with the colleagues.

### Example 1:

The teacher writes a math sum on the board and shows students how to solve it. The teacher then gives students a set of math questions on the board. They all are double digit addition

Discuss the following question with your colleagues:



**Question:** *Do you think that these questions require critical thinking?*

**Response (to be discussed with the participants)**

The simple double digit addition questions do not require critical thinking as all the questions have single right answer. Critical or higher order thinking requires solving a problem that has more than one right answer.

**Example 2:**

The teacher writes a word problem on the board and shows students how to solve it. The teacher then gives students a set of word problems to solve, the word problems require applying concepts of math to solve a real world problem. The teacher calls on students to explain how they solved the different problems. Then she asks students to make up their own word problem and to ask a friend to solve it.

Discuss the following question with your colleagues:

**Question:** *Do you think that these questions require critical thinking?*

**Response (to be discussed with the participants)**

The question does require critical thinking as the students have to apply concepts learned in the classroom on real life problems. In the second task, students must also explain how they solved the problem and then apply what they know about word problems to make up their own. This second task is most likely to encourage high order thinking.

**Activity 2:**

Ask your colleagues to each write down 10 critical thinking tasks. Give each participant 2 minutes to share and present their answers

**Ask your colleagues the following questions**

**Question 1.** Which of the following statements describe high order thinking tasks.

- A. High order thinking tasks encourage students to apply knowledge and skills they have learnt to new situations.
- B. High order thinking tasks use thinking skills such as comparing, predicting, inferring, summarizing, classifying.
- C. High order thinking tasks help students develop skills they need to be successful



learners.

D. All of the above – A, B and C.

**The correct answer is D. All three statements describe high order thinking tasks. (Only share with participants after asking them to share their answers first)**

**Question 2.** Ms Gloria is teaching her class about 3D shapes. She has already taught them the vocabulary they need to describe shapes such as edge, corner, side, curve, flat and the names of the shapes. Out of sight of the students, Ms Samina put one of the objects from her collection of shapes into a cloth bag. Ms Samina asks one student to put their hand in the bag and to describe the shape of the object to the rest of the class using the vocabulary they learnt. She asks the other students to raise their hands when they think they know what the object is.

Is this this thinking task? Select the best response.

- A. Yes. It is a thinking task for the student who selects the shape.
- B. No. It is not a thinking task.
- C. Yes. It is a thinking task for the student who selects the shape AND the students who have to guess what shape it is.
- D. Yes. It is a thinking task for the students who must guess the name of the shape from the description.

**We think the best answer is C.** We think that it is a thinking task, for ALL the students in the class. Students listening must use what they know already about the properties of shape and put pieces of information together to guess what shape is in the bag. The student describing the shape must use the new vocabulary correctly to describe the shape in the bag.

**Question 3.** True or False? Thinking tasks are only suitable for students studying math and science in

higher grades.

- A. True
- B. False

**The answer is B - False.** Thinking tasks should be provided to all students of all abilities in all

grades because all students need to develop high order thinking skills and they need to start at an early age.



**Question 4.** In the video clip about phonological awareness, what does the teacher use to help her students develop phonological awareness?

- A. Poetry
- B. Rhymes
- C. Stories
- D. Proverbs

**The answer is B.** The teacher uses rhymes with students to help them develop phonological awareness.

**Question 5.** The school is planning to celebrate Global Handwashing Day on October 15. The teacher asks students for their ideas about what they could do at school to raise awareness about the importance of handwashing. He makes a list of the ideas on the board. He discusses each idea with the students to check that it is practical and if it will raise awareness. Then he asks students to vote for their favorite ideas. Is this a critical thinking task?

- A. Yes
- B. No

**A is the correct answer.** Students are invited to share ideas and to think critically about if the activities on the list will raise awareness and if it is practical. Then they must express an opinion by voting,