



## TIMED CLASSROOM OBSERVATION

**TIMED CLASSROOM OBSERVATION. Instructions for Assessors (Dos and Don'ts).** Arrive to the P2 Hausa lesson at least 5 minutes before the lesson begins. Sit in the back or to the side of the classroom. Do not block any pupil's view; do not take a seat that is reserved for a pupil; and do not occupy any pupil's desk or work space. Turn off your mobile phone completely, as even on vibrate it will cause disturbance. While observing the teacher, do not interrupt the teacher or the lesson for any reason. Do not show any emotion that would distract the teacher or the pupils. Stay silent for the entirety of the lesson.

### Instructions for Administering the Timed Observation Form.

**At the beginning of the Lesson.** Be sure to have at least two pencils with working erasers, a stopwatch, and a desk to write on. Note the time the lesson begins. As soon as the teacher begins by greeting the class, start your stopwatch. *Do not stop the stopwatch until the end of the lesson.*

**During the Lesson.** The TO Form is subdivided by columns into three-minute intervals. Each column represents three minutes of lesson time, beginning with the first column on the far left (first three minutes) to the last column on the far right (the last 42 to 45 minutes). There are 15 columns for a cumulative total of 45 minutes. Every three minutes, tick the appropriate column and row of the action or activity is observed. Once three minutes has elapsed, move your pencil to the next column to the right.

The rows on the form are divided into two discrete sections: Section A relates to the content of the lesson. There are four categories (Phonics and Reading Skills, Writing Skills, Comprehension and Vocabulary Skills, and Oral Language Skills). Each category is subdivided by specific activities that the teacher or pupils are doing. Section B relates to the teacher action, or how the lesson is being delivered.

**After the Lesson.** Once the lesson is finished, double check all columns to confirm they have been ticked accurately and comprehensively. Immediately enter the summary results of the observation form into the tablet. Keep the hard copy of the form in your possession. At the end of the day, give the hard copy original form to the Team Leader. Be sure to thank the teacher and resume your survey activities with the head teacher and school inventory.

Lesson Start Time: \_\_\_\_ : \_\_\_\_ (HH:MM)

Lesson End Time: \_\_\_\_ : \_\_\_\_ (HH:MM)

<b>Classroom Observation</b>	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
Starting time: ____ : ____ AM PM															

**Section A. Lesson Content (What is the focus or intent of the instruction?) Mark only one box every three minutes; at the 3-minute mark, tick the most applicable item.**

1. Reading Skills	1.1 Letter sounds														
	1.2 Syllables (reading or decoding)														
	1.3 Words (sounding out words, decoding, rhyming)														
	1.4 Passage/story reading														
2. Writing Skills (requires pupils writing)	2.1 Copying or tracing														
	2.2 Dictation														
	2.3 Creative writing/drawing														
3. Vocabulary & Comprehension Skills	3.1 Vocabulary (explaining word meaning)														
	3.2 Reading comprehension														
	3.3 Image interpretation														
4. Oral Language	4.1 Singing/chanting														
	4.2 Role playing/drama/games														
5. Other	5.1 None of the above														

**Section B. Lesson Delivery (How is the teacher delivering the lesson?) Mark only one box every three minutes; at the 3-minute mark, tick the most applicable action.**

6. Whole Class - teacher presenting/explaining to whole class															
7. Teacher having pupils independently work alone or in small groups/pairs															
8. Other															

**Guidance and tips for observation items:**

<b>Section A. Lesson Content</b>	
1.1 Letter sounds	Includes pupils or teachers identifying <i>letter sounds only</i> – emphasis or intent is to teach letter sounds (not just letter names). If letter names only, check “5.0 Other.”
1.2 Syllables (reading or decoding)	Pupils or teachers reading or sounding out syllables, identifying number of syllables in words (e.g., clapping or beating syllables), decoding syllables (taking them apart or putting them together).
1.3 Words (decoding, rhyming)	Pupils or teachers reading whole words, decoding whole words (putting them together or taking them apart), sounding out words, identifying rhyming words, using chalkboard, books or other print media.
1.4 Passage/story reading	Teachers or pupils reading aloud passages (connected sentences, paragraphs, stories); include reading from chalkboard, books or other print media. Pupils could be reading chorally, in small groups or independently.
2.1 Copying or tracing	Pupils copying or tracing letters, copying words, sentences or passages from chalkboard, book or other print media, writing in the air
2.2 Dictation	Pupils writing letters, words, sentences or passages dictated by teacher.
2.3 Creative writing/drawing	Pupils free writing letters, words, sentences or passages, or drawing pictures; could include creative sentence or story writing or illustrating.
3.1 Vocabulary	Pupils or teachers explaining word meaning; could include: role playing/acting, translating, synonyms, definitions, or using materials/resources in the environment.
3.2 Reading comprehension	Pupils answering questions about sentences, stories or passages; could include answering explicit (literal) questions or implicit, inferential or predictive questions.
3.3 Image interpretation	Pupils or teachers discussing or interpreting images, drawings, illustrations, etc.
4.1 Singing/chanting	Pupils singing or chanting in chorus, either repeating/echoing the teacher or pupil, or singing songs. Tick only if the children are not reading or following any text while singing or chanting.
4.2 Role playing/drama/games	Teachers or pupils acting, role playing, or playing games. If role playing is used for explaining word or passage meanings, tick 3.1 or 3.2.
5.0 Other	Teacher out of classroom; grammar or other lesson being conducted, etc.
<b>Section B. Lesson Delivery</b>	
6.0 Whole class	Teacher is engaging whole class: could include setting task, speaking or reading aloud instructions, or reading aloud stories, using chalkboard or learning aides; Pupils responding (chorally or individually [orally or on chalkboard]) in front of class, or asking the teacher questions in front of the whole class.
7.0 Independently work alone or in small groups/pairs	Teacher tasks activities to small groups or to individuals to work alone or in small groups. Teacher monitors and provides feedback to pupils in small group or individual-work task setting.
8.0 Other	Teacher out of the classroom; no tasks provided to pupils.

