



REPUBLIC OF ZAMBIA
Ministry of General Education

**ENRICHING OUR TEACHING:
SCHOOL-BASED
COACHING HANDBOOK**



RTS Teacher Effectiveness Series # 6



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Acknowledgements

The Ministry of General Education (MOGE) attaches the highest importance to Teacher Continuing Professional Development (CPD). The MOGE also recognizes that CPD becomes effective if a conducive environment is created at the points of delivery, which are the schools and zones. Therefore, under the leadership of the MOGE, the Read to Succeed Project (RTS) facilitated the development of this simple School-based Coaching Handbook.

The development of the Enriching Our Teaching: School-Based Coaching Handbook was preceded by extensive consultative work between RTS and the MOGE Teacher Education and Specialized Services Directorate (TESS) on identifying the challenges of the school-based continuous professional development and the ways in which they could be improved.

As a result of extensive consultations, the need for a simple coaching handbook for Head teachers, deputy head teachers, in-service coordinators and senior teachers was identified as a critical gap. The handbook will help schools to train and mentor teachers to develop skills to teach reading.

Special thanks, therefore, go to the USAID/Zambia Read to Succeed Project, implemented by Creative Associates International, for the financial and technical support during the conceptualization and development process of the Enriching Our Teaching: School-Based Coaching Handbook. Senior experts from the Department of Teacher Education, Provincial Education Offices, Francis Sampa - the RTS Deputy Chief of Party and Teacher Professional Development Adviser; Dr. Lynn Evans - Reading Expert at the Creative Associates International played key roles.

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Preface

The School Based-Coaching Handbook is a result of a collaborative effort between the Ministry of General Education (MOGE) and the USAID/Zambia Read to Succeed Project (RTS). It is one of the important tools produced under the “Enriching Our Teaching”. Other important tools developed under “Enriching Our Teaching” series were a set of twenty modules to guide Teacher Group Meetings (TGMs). The modules will be produced separately.

Teacher education is a continuing process that must be extended throughout the individual’s years of actual teaching. The foundation laid in the pre-service teacher education program may be sound and adequate as a start, but it is not sufficient for improved quality of teaching that one requires in ever-changing learning and teaching contexts.

As an effort to improving quality of education and promoting effective teaching and learning, the MoGE has prioritized Continuing Professional Development (CPD) of teachers with heavy emphasis on provision of School Program of In-service for a Term (SPRINT). To keep teachers with relevant information, skills and knowledge and to help them remain competent in their teaching profession, the Ministry’s policy is to ensure that school-based training is strengthened, especially in the implementation of the revised curriculum and improvement of reading in early grades that focuses on five key skills areas: *phonemic awareness, phonics, fluency, vocabulary and comprehension.*

This School-Based Coaching Handbook is an important document developed under “Enriching Our Teaching” Series by the USAID/Read to Succeed Project in collaboration with the MOGE. It is designed to provide guidance for schools and teachers to conduct coaching activities to support Early Grade Reading (EGR) interventions to enhance learners’ achievements. The Coaching Handbook and the set of TGMs Modules will enhance and promote the goal of the National Literacy Framework (NLF) that has established the roadmap for the implementation of the Primary Literacy Program (PLP) as enshrined in the revised curriculum and promote teacher effectiveness.

The School-based Coaching handbook will strengthen coaching and mentoring process by providing self-direction and guidance to schools to hold reflective learning and reviews. If used properly, it helps them to set developmental goals to improve learner performance. Through coaching, teachers will identify the most pressing gaps in the classroom and the focus areas necessary for further work and coaching.

It is therefore important to note that this School-based Coaching Handbook is a useful tool in schools to promote school-based in-service activities and thereby improving learner achievements in literacy.



Chishimba Nkossa
Permanent Secretary
Ministry of General Education



**“If you want to go fast, go alone. If you want to go far,
go together”**

(African Proverb)

Section 1 Introducing the School-Based Coaching Guide

Purpose

This School-Based Coaching Guide is designed to provide guidance for schools and teachers to conduct coaching activities to support Early Grade Reading (EGR) interventions to enhance learners’ achievements. The reading interventions are designed to enhance learner achievement in the six key components of the Primary Literacy Program (PLP) in Zambia: *phonemic awareness, phonics, fluency, vocabulary, comprehension* and *writing*.

The Guide will help schools to build communities of teachers who will continuously reflect on their teaching and strengthen their collaboration on teaching skills. This practice will create a common understanding in their teaching for improvement and expanding their knowledge of teaching skills.

Most teachers have acquired formal training and also attended a number of workshops, but this is only a means to an end. While teaching, teachers need to continue to identify the most pressing gaps in the classroom and the focus areas necessary for coaching. They need to know their strengths and areas for continued growth; and they must become capable of reflecting on their practice both in teams and as individuals.

The purpose of this Guide, therefore, is to help teachers to develop in the most efficient and effective manner, and in a way most aligned to the teacher’s learning style and readiness.

Background

The aim of the Ministry of General Education (MOGE) is to improve school effectiveness in such a way that schools provide the environment and services for learners to acquire essential academic skills with particular focus on reading. To achieve this objective, the MOGE aims at improving five key areas: teacher effectiveness and accountability, leadership and management, developing assessment tools, guidance and counseling, school-community partnerships, and research.

The key to successful implementation of reading instruction is the teacher. In order to improve learner performance, schools must provide adequate and appropriate instructional services that enable learners to learn better and faster.

One of the key indicators towards attainment of improved quality of education is for learners to be able to read so that they learn more effectively in all subjects. Achieving this goal for the majority of learners requires teachers who understand and apply effective methodologies for teaching reading. Since teachers do not progress at the same pace and levels of their creativity differ, they need to learn from each other and build each other's capacity for teaching.

The current Ministry of Education course that is being implemented in schools is the Primary Literacy Program, which focuses on a phonics-based approach for early grade reading in seven familiar Zambian local languages. Although teachers were oriented in the teaching of the course, the orientation was only the first step; the course requires dynamism and creativity from the teachers. Therefore, teachers need to support each other through the process of Continuing Professional Development (CPD).

National Literacy Framework

The Zambia Education Curriculum Framework (ZECF) was launched by the Ministry of Education in January 2014; it guides the implementation of the primary curriculum that emphasizes local languages as the medium of instruction in all learning areas from pre-school to grade 4. Among these learning areas is literacy. Based on the ZECF, the National Literacy Framework (NLF) was developed. The NLF guides the development and implementation of reading methodologies that resulted in the development of the Primary Literacy Program (PLP) phonics-based approach for teaching reading from grade 1–4.

The ZECF defines literacy as the ability to read and write so as to understand and communicate effectively. This Framework has given guidance on language instruction and literacy instruction, which complement each other but are different components of language teaching. Literacy, which refers specifically to reading and writing, is key to successful learning at school; and it is an element for active participation in the social, economic, cultural and political life of a person.

The NLF (2013) outlines the key skills that should be acquired by learners in foundation grades from grade 1–4. This Framework is based on the principles that:

- Every learner has a right to quality education.
- All learners, with support, can be taught to read and write.
- Reading is a foundation skill for all learning.
- Learners have a right to learn to read in at least one of Zambia's seven local languages.

Reading Skills

The NLF (2013, p.13) outlines the key components for teaching reading that will guide the development of teaching and learning methodologies in Zambia. The Primary Literacy Program, a phonics-based approach, emphasizes a comprehensive set of key reading skills, plus integrated writing:

- *Phonemic Awareness*

Phonemic Awareness (PA) is the ability to “hear” sounds and manipulate them orally. For example; putting sounds together, breaking words apart into sounds, identifying rhyming words, identifying likeness and differences in spoken words. Therefore, we can call it “sound awareness.” Sound awareness is important to teach reading and writing. It is a listening skill at the pre-reading level.

- *Phonics*

Phonics is the ability to put written letters and their sounds together. In the new literacy instructional techniques, teachers teach letter sounds. Referring to letter names has been eliminated so as not to confuse the sound of the letter name with the letter sound.

- *Fluency*

Fluency is the effortless, automatic ability to read words in connected text. A fluent reader reads with accuracy and expression (appropriate inflection), and at a good pace so that comprehension (meaning) is enhanced.

- *Vocabulary*

Vocabulary is the ability to understand the meaning of words and use them orally and in writing. Vocabulary knowledge is a key component of reading comprehension.

- *Comprehension*

Comprehension is the ability to understand what is read or heard. Being able to get meaning from the words and the concepts they convey is the reason we read.

- *Writing*

Writing is a key component of literacy instruction. It includes writing letter shapes during phonics instruction; writing syllables, words, sentences and stories; spelling; handwriting; and punctuation.

The effectiveness of the PLP should be strengthened through coaching, which is explained in the following section.

This section defines coaching and explains how it is important to be a school-based extension of in-service training. In this guide we refer specifically to literacy coaching, but coaching can support teacher development in any subject area.

Literacy coaching is defined as supporting teachers in their professional development as teachers of reading and writing. It involves literacy teachers and coaches working together on an ongoing basis during the school year to continually improve the teaching of reading and writing in the classroom and learners' ability to read and write. A key point to remember is that coaching is for helping teachers and **not** for evaluation.

In our professional development, we need someone to talk to and help us reflect and develop. Adults learn best when they determine their own focus and they learn through being asked questions and being given time to reflect. Coaching helps people move forward in their work and can be used by line managers or people who help others decide their professional development priorities (Bubb and Early, 2007, p. 58).

Moss and Silk (2003) recommend that those acting as coaches/mentors ask searching questions to help staff find their own professional development needs. Therefore, for teachers, coaching is on-site, job-embedded, and sustained through professional development. In teaching, coaching is about developing a teacher's skills and knowledge so that his or her job performance improves, leading to effective teaching to improve learner performance. It requires a form of tutoring or instruction. It can be described as a journey with many ways that can take you to your destination. Some ways may have obstacles and ways should be found to get round those obstacles for you to reach your destination.

Parsloe (1999) describes it as a process that enables learning and development to occur and thus performance to improve. To be successful, a coach requires knowledge and understanding of processes as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.

Hord and Roussin (2013) and Gove (et al.) (2010) observe that effective support cannot be delivered in training workshops alone. Teachers must be actively supported during implementation through coaching and must be encouraged to work together to adapt programs to local conditions. It is important that teachers feel ownership of their objectives.

Who Can Be a Coach?

In a school, coaches can be head teachers, deputy head teachers, senior teachers, school in-service coordinators (SICs), key teachers for literacy, and peer teachers. In addition, teachers with a special skills can share it with a group of teachers at the school; for example, a teacher may have a special skill in making teaching and learning materials, writing stories, or organizing a classroom.

Who is a Peer Coach?

Peer coaches are resources for their partner teachers; they try to create a climate of trust and provide support in a non-judgmental way. Peer coaches do not evaluate the job performance of other teachers. The peer coach is another teacher who serves as a resource for a teacher and who provides support to help their partner teacher improve reading instruction. The peer coach should take steps to establish trust with the teacher and a safe, supportive environment for improving reading instruction.

While the peer coach observes classes and provides feedback for their peer teacher, everyone, including the head teacher, needs to understand that the peer coach's observations are not used for formal evaluations of the teacher's performance. Teachers are not likely to trust a peer coach who is evaluating their class performance; and in the absence of a trusting environment, they are less likely to take risks and try new approaches and strategies.

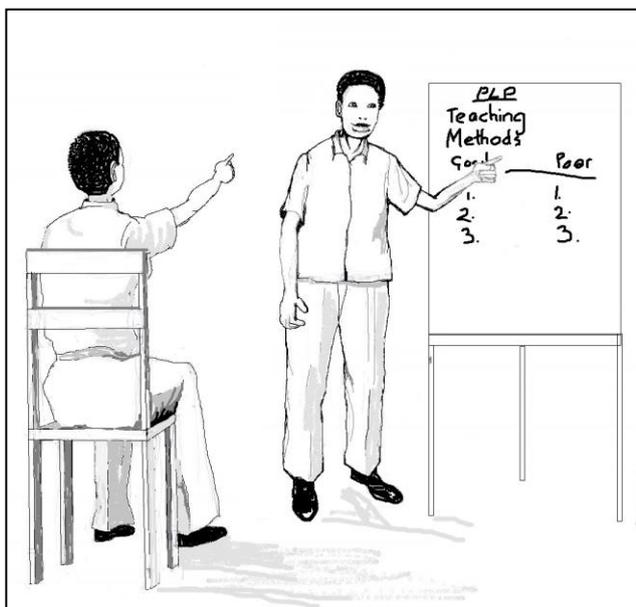


Figure 1: Good Coaching Practice (Participation)



Figure 2: Bad Coaching Practice (Aggression)

This section includes the research base for the approach to coaching upon which this Guide is based: the nature of the change process and how coaches can facilitate it; peer coaches and what good peer coaches do; guiding principles for working in partnerships, and what constitutes effective feedback that motivates and encourages teachers to work toward the end goal-----increasing learner achievement in reading.

What is the Change Process, and How Can Coaches Facilitate It?

Research on change (Hord & Roussin, 2013) tells us that when confronted with new and different instructional approaches, such as how to teach reading as designed in the Primary Literacy Program, teachers will have concerns, or worries. It is *normal* and *human* to have concerns. Everyone does!

As we go through the change process, our concerns change. The first stage of concerns is, naturally, about us.

- *Self-Concerns*

When we first become aware of the change, our first concerns are about ourselves. What is the new instructional approach? Will I be able to learn it? Will I be able to do what is expected of me? Who will help me?

If the teacher gets support through training and then follow-up support at the school, they will gradually move to the second stage, Coping Concerns. If they don't get support, many teachers will decide it is too stressful to do something new and will not use the new strategies.

- *Coping Concerns*

Teachers at the second stage of concerns, Coping, have begun using the new approach. They wonder how they will manage their time and all of the logistics of the new approach. They might say, "I wonder how I will find the time for teaching reading for one hour every day? How will I manage the materials, e.g., the Teacher's Guide and Learners' Books, and the supplementary reading materials? How will I keep track of the learners' progress on the recording sheets? I feel overwhelmed by it all!"

If the teacher gets support through training and follow-up support at the school, they will gradually move to the third stage, Impact Concerns. If they don't get support, many teachers will decide it is too stressful to do something new and will not use the new strategies.

- *Impact Concerns*

Teachers at the third stage of concerns, Impact, wonder about the consequences of the new instructional approach they are using. Are my learners learning to read better? Are their scores on assessments going up? How can I make minor modifications in what I'm doing to help them improve even more?

Notice that the Impact level is where we want teachers to be concerned about their learners' learning! But unless we *support* teachers through the change process at the school and classroom levels to work through their Self concerns and Coping concerns, they are not likely to reach this point. In fact, research on the outcomes of staff development shows that without follow-up support at the school and classroom levels, very little of what is learned in workshops gets implemented in the classroom. Without this vital support, many teachers are likely to conclude that the new methods are "too hard" or "don't work" before they have even implemented them! Overtly or covertly, these teachers go on teaching as they always have, with the same results.

Now, teachers do not totally complete one stage before the next; but they worry about some things more than others as they progress. If coaches can identify a teacher's stage of concern and address it specifically, coaching can be more effective.

Briefly, those who support teachers can provide a combination of activities such as:

- Training workshops and follow-up training workshops
- Support from the School Education Support Teams (SEST), Zonal Education Support Team (ZEST), District Education Support Team (DEST), Provincial Education Support Team (PEST) and National Education Support Teams (NEST) in cluster meetings and through class observations
- Peer coaches help others to implement new instructional approaches. They encourage each other, observe each other's reading classes, discuss what they observed, address challenges together, make materials together, etc. They coach each other.

How Can Coaches and Facilitators Identify Teachers' Needs?

School-based coaches (members of the SEST, e.g., head teachers, deputy head teachers, senior teachers, and SICs, and peer coaches) and external facilitators (ZESTs, DESTs, PESTs, NESTs) can target the kinds of support needed depending on the Stage of Concern of the teacher.

The chart below includes typical expressions of concern by teachers and the kinds of support that would be appropriate at each stage. The facilitator or coach may ask teachers what their concerns about implementing the PLP are, e.g., "When you think about teaching reading and the new PLP, what worries you?" or "...what are you concerned about?" Then change facilitators need to listen carefully to teachers' replies because their responses will inform the kind of support they need at that time. Matching the teachers' Stage of Concern with an appropriate support intervention will facilitate teachers moving to the next level in the change process (Hord, Rutherford, Huling-Austin, & Hall, 1987).

Stages of Concern: Targeting Support to Teachers' Concerns About a New Program

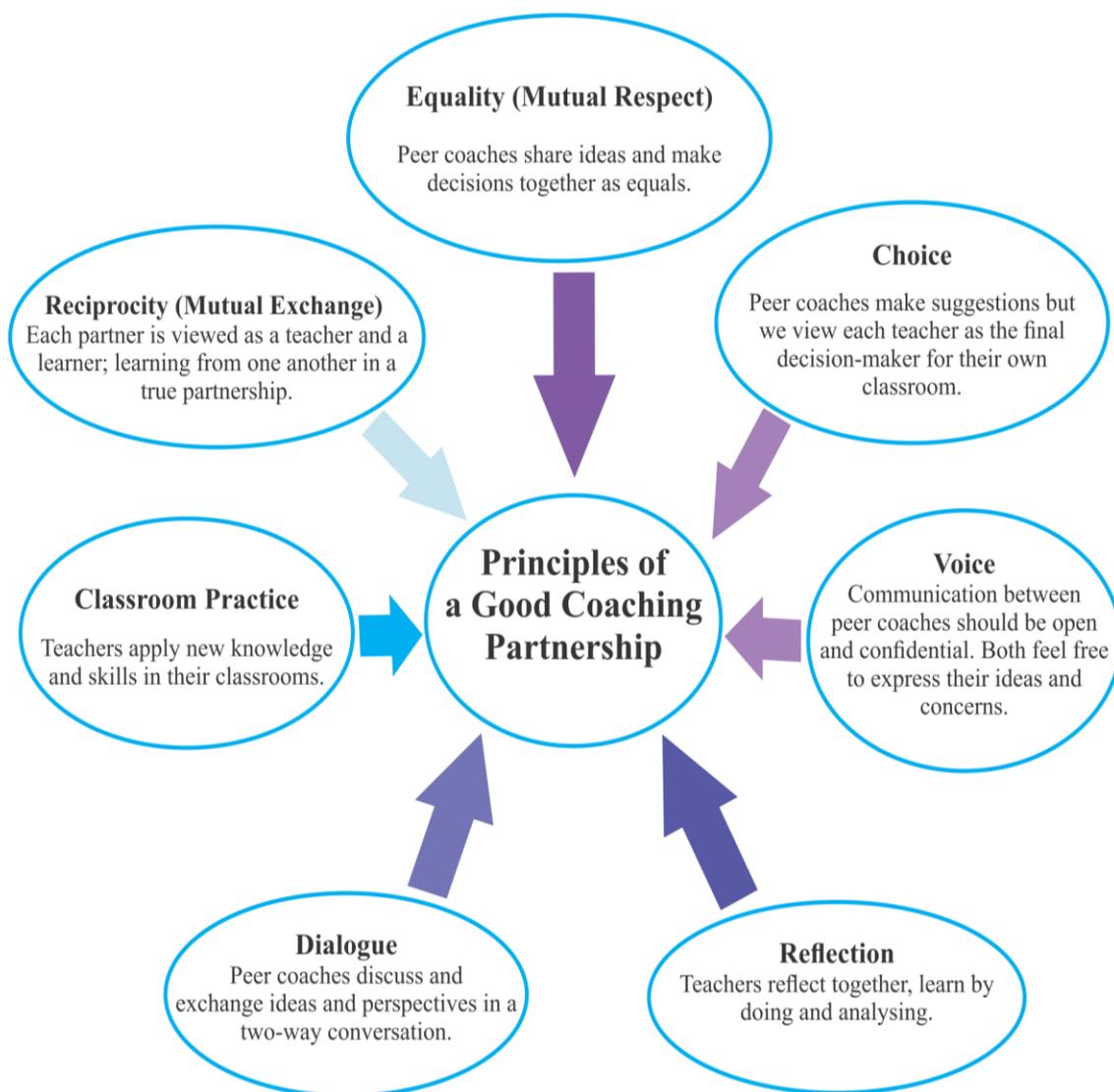
Stages of Concern		Teacher Typical Expressions of Concern	Coaches Provide this Kind of Support
SELF	Awareness	"Oh, my... There's a new approach to teaching reading this year!"	Invitation to a meeting
	Information	"What is this new approach? What does it involve?"	Onsite training, TGMs Handouts Demonstrations Role-playing Q& A sessions Describe follow-up support to be provided Departmental meetings, SMS or phone messages about key reading skills
	Personal	"How will it affect ME? Can I do it? What do they want me to change in my teaching? How much extra effort will it take?"	Assurance by leaders that "we are all in this together; we will support you," SMS or phone messages of encouragement, ask about concerns, Teachers choose peer coaches.
TASK	Coping	"This new program is taking so much time. I spend all my time preparing to teach. How do I use all these pieces together?"	Give organizational and coping tips. Show teachers how to coordinate parts, e.g., Teacher's Guide, Learner's Books, and continuous assessment. SMS or phone messages with how-to tips, time management tips. Use peer coaches.

Stages of Concern		Teacher Typical Expressions of Concern	Coaches Provide this Kind of Support
IMPACT	Consequences	“How are my learners performing on continuous assessment tasks? On EGRA? What are their weak and strong areas? How can I use this information to improve upon what I do to help them learn better?”	Show teachers how to organize and use learner results from their continuous assessment tasks, and end of term tests, etc. to focus on improving reading skills. Ask questions about strong and weak areas of learner performance; suggestions for revision and remediation, including text messages or phone. Use peer coaches.
	Collaboration	“I wonder how other teachers are using the new approach and what I can learn from them to enhance my own teaching.”	Opportunities to share with other teachers at own school (e.g., grade level meetings) or visit other schools in zone. Zone exhibition or sharing at zone level. SMS or phone messages about creating opportunities to share. Use peer coaches.
	Refocusing	“OK, now that we’ve succeeded, where do we need to go from here to improve learning?”	Celebrate! Recognize excellent teachers/peer coaches and learners at Open Days. Conduct needs assessment for next steps. Text messages or phone messages of congratulations, recognition, needs.

What are the Guiding Principles for Working in Partnerships?

Research shows that good coaches take a partnership approach to collaborating with each other on an on-going basis. According to Knight (2011), there are seven Partnership Principles, which are characteristic of beliefs that facilitate the process. Each principle is summarized below in terms of how Peer Coaches interact:

“PRINCIPLES OF A GOOD COACHING PARTNERSHIP”



What Do Good Peer Coaches Do?

Coaches who act on the Partnership Principles engage in the following practices:

- *They Seek Out Teachers with Whom To Partner.*

When teachers are forced to work with someone by a head teacher, they often think of it as a punishment. Rather, teachers should be able to choose a peer coach they trust. Peer coaches can share in regular meetings on a school-wide basis so that all can learn.

- *They Identify Each Teacher's Goals.*

Using a partnership approach, peer coaches discuss learning outcomes for their learners. They visit each other's classes and collect data (information) with or for the teacher. Then they collaborate to identify a specific goal to work on.

- *They Listen.*

Peer coaches listen actively. They make sure the conversation focuses on the teacher's concerns; they don't try to convince the other that they are right.

- *They Ask Questions.*

They ask good questions to which they don't know the answer and listen for the teacher's answers. For example, the peer coach may ask, "How do you know if your learners are learning?" because they want to know what the teacher thinks; they are not looking for "one right answer."

- *They Explain Teaching Practices.*

Peer coaches explain teaching practices to help each other in areas where they have questions. They seek answers together and, if necessary, from other teachers, the head teacher, the ZEST or DEST. Coaches need to know how to explain step-by-step how to do something, in the end each teacher will adapt practices somewhat to make them their own.

- *They Provide Feedback.*

Peer coaches provide feedback to each other based on information they collect from their classrooms. They sit together soon after a class is observed (the same afternoon after school, if possible) and discuss what the information means and what can be done to address needs that have been identified.



"We see a coach as a thinking partner for teachers, and coaching as a meeting of minds".

Jim Knight, 2011

What is Effective Feedback?

Effective feedback should be specific, measurable, observable, balanced (focusing on the positive as well as areas for improvement) and offered in a manner that encourages further effort. Feedback should not be based on the observer's opinions or feelings. Feedback should begin with something positive that was observed in the class. Some feedback will also be in the form of questions raised about information collected that point to areas that need improvement.

An example of specific, measurable feedback might be, "I noticed that 12 of the learners in the back row were not paying attention for most of the reading class. They didn't disturb anyone; they just looked around. How could these learners be brought into the class activities?"

The peer coach always provides feedback in a way that encourages further effort and discussion, avoiding phrases like "NO, that's wrong!" or making the other teacher feel like a failure. Chances are the teacher will be more open to new ideas if they feel that their peer coach respects them and treats them as an equal, competent partner.



"People will not embrace learning with us unless they're comfortable working with us".

Jim Knight, 2011

Section 4

What Coaching Strategies Can Be Used to Support Teachers?

This section includes different kinds of support that coaches can provide, including class observations and feedback; help with planning and materials production using locally available materials; demonstration teaching; and collaborative problem-solving around classroom difficulties. The coaching model includes six different types of coaching activities.



What Kinds of Support Activities Can Be Provided to Teachers?

The coaching model includes six different kinds of support activities (Hanson, 2011):

The type of support activities may vary from school to school, but the more types of activities that are used at a school, the stronger the coaching program will be.

The following table provides more detailed information about the six types of coaching activities:

Coaching Support Activities to Teachers

Activity	Description	By Whom	Purpose	Time	Resources
Walk-Throughs	Class visits during reading lessons	Head teacher, Deputy head	To see trends across classrooms, identify common needs	Visit each teacher twice a month	Workshop materials, this Coaching Guide
Literacy Team Meetings	Regular grade-level or multi-grade teacher groups at one school.	Head teacher, Deputy head Teachers	To discuss difficult topics for teachers and/or learners and activities to address needs	At least twice per month	Workshop materials, Literacy handouts, this Guide
Peer Coaching	2 teachers plan together, make materials, observe classes, demonstrate	Pairs of teachers, ideally at same grade level	To give mutual support in implementing new reading approaches	Weekly	Workshop materials, this Guide
Teacher Group Meetings (TGMs)	Ongoing collaborative study among teachers at school level	Head teachers, Deputy head teachers, Senior teachers, Teachers	To improve learners' achievement in reading through improved teacher efficiency	Monthly	Workshop materials, additional materials on topic by ZEST, DEST, this Guide
Meetings of Head Teacher, Deputy Head and Senior Teachers	Collaborative planning and problem-solving, organizational meeting	Head teacher, Deputy head, teacher leaders	To coordinate their efforts to support teachers in teaching reading and explore opportunities to improve practice	Fortnightly	Notes from Walk-Throughs, informal conversations with teachers, observations.
Class observations (Formative)	Class observation and feedback	Head teacher, Deputy head teacher, Peer coaches ZEST, DEST	To help teachers, encourage self-discovery, and improve skills	Varies depending on role	Classroom observation tools (Annex A of this Guide)

What Are the Steps in a Classroom Observation?

This is a classroom observation model that can be used by peer coaches or anyone who is observing for the purpose of helping or supporting the teacher. It is non-judgmental and should not be confused with teacher *evaluation*. The purpose is to be “another set of eyes and ears” for the teacher and collect classroom information to discuss with the teacher at another time. **NOTE: Coaching observations among peers are always confidential.**

Steps in the Classroom Observation Process

For External Observers:

- If this is an “announced” observation, make an appointment with the head teacher.
- Make a list of the teachers you plan to observe and check with the head teacher to make sure the teacher will be teaching reading at the time you observe.
- Stop by the office to greet the head teacher and explain the purpose of your observation.
- Greet the teacher and explain that the purpose of your visit today is to provide support, *not* to evaluate. Try to make them feel comfortable.
- Let the teacher know that you will observe a literacy lesson.
- Follow the steps for Internal Observers to the extent that time allows.

For Internal Observers or Peer Coaches:

NOTE: *All class observations for coaching purposes should be “announced.”*

Step 1: Preparatory Meeting with the Teacher

- Arrange for observation with the teacher before the actual day
- Have a brief discussion with the teacher for 15-20 minute on the following:
 - What are your plans for the lesson? How will you teach the lesson?
 - *Review the lesson plan with the teacher and note the learning outcomes.*
 - What would you like for me to focus on during the observation?
 - How will you know if learners have met the learning outcomes?
 - What is working well at this time?
 - What are your concerns?
- Together with the teacher, select an observation tool from Annex A or other observation tool. *These are discussed later in this section.*
- Schedule a day and time to observe a *reading* lesson.
- Plan to observe the whole lesson.
- Check with school administrator for class coverage for observer.

Step 2: Class Observation

- Observe the lesson from beginning to end.
- Look for information related to the focus of the observation. Don't try to look at all aspects of the class during one observation.
- Do not interact with the learners or the teacher. This would distract them from the lesson.
- Do not get involved in teaching the lesson.
- Collect information using the observation tool selected previously. Take notes to use when you discuss your observations with the teacher.
- Be factual and describe what you see and hear. Remember to assess (collect information) and *not evaluate* (don't make judgments about "good" or "bad") whether you think it is positive or negative. Be non-judgmental. Just the facts, please!
- Write down examples of things you observe that are related to the tool you are using.

Step 3: Review Meeting with the Teacher

- Try to meet within 3 days of the observation.
- Meet to discuss the observation after school or during break. Hold 15-20 minutes discussion with the teacher to share information collected
- Ask the teacher questions which will help him or her to reflect on the class and the lesson. Be supportive and non-judgmental.
- The teacher evaluates the lesson. The coach offers feedback but does not evaluate the lesson.
- Reach an agreement of things you will follow up together (action points)

What Are the Roles of the Coach and the Teacher?

Each teacher in a peer coaching partnership has two roles, that of the teacher being observed and that of the coach observing a teacher. Here are some tips about each of the roles:

Teacher being Observed	Coach Observing a Teacher
<p>Before the Observation</p> <p>Prepare to discuss with the coach: Learning outcomes for the lesson. Activities you have planned to achieve the learning outcomes. What you want the observer to notice. Which observation tool you would like them to use. Where you'd like the coach to sit.</p>	<p>Before the Observation</p> <p>Clarify the purpose of the observation: To help each other implement the PLP reading program; not an evaluation To collect information that the two of you will reflect on together later.</p> <p>Meet with the teacher to discuss: What will happen in class that day? What specifically the teacher wants you to notice. Which observation tool you should use. What you'll do during the observation (look, listen, take notes). Schedule a meeting after the observation to discuss the information you collect.</p>
<p>During the Observation</p> <p>If deemed appropriate, introduce the coach to the class and provide a brief explanation of the purpose of the observation to the learners, e.g., "Mrs. Matala is here today to see what we do during reading class."</p>	<p>During the Observation</p> <p>Record observations. Use the selected observation tool. Using the class observation tool as a guide, record examples from the class as you observe. Note questions you want to discuss with the teacher after the observation. Try not to disturb the class.</p>
<p>After the Observation</p> <p>Write down your thoughts and reflections on the class and prepare to discuss them with your coach. With the coach, reconstruct what happened in class. Think about the learning outcomes for the class observed. Be prepared to describe: What you thought went well. What you would change. Ask for specific descriptions and constructive suggestions. With the coach, develop a plan for enhancing your reading instruction.</p>	<p>After the Observation</p> <p>With the teacher, recall what happened during the class. Ask the teacher to describe: What he or she thought went well. What he or she would change? What was typical and what was not typical about the class? Describe rather than evaluate what you saw. Offer constructive feedback and suggestions. With the teacher, develop a plan of action for enhancing their reading instruction.</p>

What Tools are used to Observe Reading Classes?

A variety of formative classroom observation tools are included as samples in Annex A; these can be used to observe reading lessons and discuss the information collected with teachers. Training should be provided so that teachers can use the tools effectively. The tools are as follows:

- *Classroom Observation Tool for the 5 Reading Skills + Writing*

This tool focuses specifically on the five reading skills (phonemic awareness, phonics, oral reading fluency, vocabulary, comprehension, plus writing). Observers take note of “What the Teacher Did” and “What the Learners Did” for each skill.

- *Classroom Mapping Activity*

The Classroom Mapping Activity involves drawing the layout of a classroom and then tracking the teacher's movements around the room. This is an instrument that can be used to discuss active learning with the teacher.

- *Classroom Management Checklist*

The Classroom Management Checklist is a tool used to look at classroom organization, the physical learning environment, and the psychosocial learning environment. For new teachers and those who have difficulty in maintaining class control and organization, classroom management is an important pre-requisite for teaching any subject, including reading.

- *Record of Walk-Through Visits*

While not an observation tool, the Record of Walk-Through Visits is included as a form to help the head teacher, deputy head and senior teachers to keep track of their classroom visits and notes.

- *Comprehensive Classroom Observation Instrument (CCOI)*

The Comprehensive Classroom Observation Instrument (CCOI) consists of descriptions of 14 components of effective teaching and learning in reading classes. Descriptions provide a continuum of developmental levels related to that skill (Not Yet Started, Getting Started, Moving Along, Showing Results]. It requires the observer to observe an entire lesson, chose the descriptor that best fits the lesson observed, and record examples for each of the 14 components.

NOTE: For inexperienced observers, select 1 or 2 components to observe, rate and list examples from the class. More components may be added as coaches become more familiar with the process.

How Can Peer Coaches Collaborate to Develop Materials for Teaching Reading Skills?

After observing each other's classes, peer coaches can work together to select, develop or improvise activities that will enhance their classes.

Some teachers think of teaching and learning resources only as commercially-produced instructional materials, such as printed charts, learners' books, teachers' guides, globes, marker pens and radios. The government is normally seen as the only source of these materials. If they are not provided, some teachers at times feel they cannot use teaching and learning resources in their reading lessons. Teachers need to be creative in making and using teaching and learning materials from the environment.

Making materials together is one activity that peer coaches can do together. Being creative, teachers can improvise effective teaching and learning materials from locally available materials and use human resources (e.g., community members, traditional leaders, etc.) to contribute their expertise as well as their time in making materials as instructed by the teachers. This is the method of Teaching and Learning Using Locally Available Resources (TALULAR), (Malawi Institute of Education, 2010).

There are various types of TALULAR:

- ***Human Resources***

Human resources are people who facilitate learning apart from the class teacher. For example:

- guest speakers from the community such as craft persons to assist in skills development
- village heads to talk about their duties or some cultural practices or historical events
- medical personnel to discuss health issues; police to talk about their work.

- ***Material Resources***

This category includes objects such as charts, water, soil, stones, bottles, tins, cloth and plastic sheets. It also includes relia, models, pictures, and drawings.

- ***Relia***

These are real objects used as teaching and learning resources. For example, showing a stone, a car, a leaf or a goat during language teaching when these form part of the topic for discussion. Sometimes relia may be difficult to use. For instance, some of them may be dangerous to handle such as live snakes, bees or crocodiles. Other relia may be too large to be brought into the classroom or too small to be seen with the naked eye. In such circumstances it is convenient to use a model.

- ***Models***

A model is a representation of something real.

- ***Pictures and drawings***

Photographs or drawings may be used as teaching and learning resources. Pictures or drawings can be obtained from newspapers, magazines and textbooks or may be specially drawn.

This section includes practical “how to” information on planning and implementing coaching activities in schools, including roles and responsibilities, resources required, and how to assess the impact of coaching activities in the school.

The head teacher plays a key role in ensuring that new approaches in teaching and learning to read are implemented in schools and classrooms. Head teachers are assisted in this role by the deputy head teacher and senior teachers at the school. These people need to be identified and provided with training on how to support teachers in both the content of the PLP and the processes described in this Guide for supporting teachers. All involved in peer coaching need to be prepared for their roles as peer coaches.

What the Head Teacher Should Do

The head teacher should do the following, to begin a coaching program, with the help of the deputy head and senior teachers:

- Introduce and organize the peer coaching program.
- Ensure that each teacher has a peer coach (teachers should decide who that person is). Assist teachers who do not have a peer coach to find one, or assign the deputy head or senior teacher as a coach.
- Make arrangements for class coverage when teachers need to leave class (e.g., to observe their peer teacher).
- Communicate with their deputy and teacher leaders about the coaching program on a regular basis.
- Involve parents and community members in support of the reading program.

What Preparation Do Coaching Leaders Need?

Head teachers, deputy head teachers and teachers receive the same initial literacy training. In addition, head teachers and deputy head teachers receive training by DEST and ZEST on how to lead the implementation of new approaches to teaching literacy. This information needs to be shared with senior teachers at the school.

What Are the Roles and Responsibilities of the Coaching Facilitators?

As the school instructional leader, the head teacher is responsible for the total instructional program of the school. Related to the reading program, the head teacher (with the help of the deputy head and teacher leaders, DEST and ZEST) can facilitate the implementation in a number of ways:

- **Planning**

Planning is a key responsibility of the head teacher in terms of making sure that teaching and learning innovations are actually implemented.

- Ensure that the implementation of the approach to reading is made a priority in terms of time (in the daily schedule and for CPD) and resources.
- Include activities related to the reading program in the Learner Performance Improvement Plan (LPIP).

- Plan for teacher leaders to share with other teachers at staff meetings and CPD workshops---discuss needs with teachers, choose facilitators, schedule workshops or meetings, hold workshops or meetings, get feedback and plan for follow up.
- Develop a School Coaching Plan specifically for implementing the PLP.

- **Monitoring**

Make a habit of doing a Walk Through (walking around to monitor teaching and learning in classrooms), especially during the time when reading lessons are taught. Are teachers teaching reading according to prescribed approach? Are they on track (or do they have good reasons for being behind)? Are learners engaged in class activities? Are teachers implementing the key reading skills?

- Phonemic awareness
- Phonics
- Oral reading fluency
- Vocabulary
- Comprehension
- Writing

- **Formative Assessment of Reading Lessons**

One way to assess a reading lesson *for the purpose of improvement* is to select a classroom observation tool from Annex A, or another observation tool, and use it as a guide. One or several components of the Comprehensive Classroom Observation Instrument (CCOI) may be selected for use; it is not necessary to use the entire instrument. The portion of the instrument used can be marked and used to discuss observations with the teacher in a friendly way.

When using formative assessment activities, the head teacher, or deputy head or senior teacher, is working as **a coach, not an evaluator**. It is important to make this distinction clear to the teacher in advance and to keep the two roles separate.

- **Working With Parents and Communities**

Parents and communities are resources for supporting the reading program at the school, and they have a common interest with school personnel in helping their children learn to read. They need to be invited, taught to do specific activities with their children (or children in the community), and recognized for their efforts.

Parents and community members can assist in the following ways, with instructions provided by the teacher:

- Help with homework.
- Listen to their children read.
- Read to their children, if they can, or arrange for an older sibling or neighbor to read to them.
- Make teaching and learning materials for the class following instructions by the teacher.
- Observe a class while the teacher is teaching and assist individuals as instructed by the teacher; help with distributing and collecting materials, etc.
- Work with a group of learners as trained by the teacher.
- Do a Read-aloud with a group of learners.

What Resources are Required for a School-Based Coaching Program?

In order to conduct school-based coaching, you need to put the following resources in place:

- Time needs to be made available for teachers to observe each other during classes.
- The peer coach's class needs to be covered by someone else while the peer coach observes the other teacher's class.
- A coaching plan that shows activities, responsibility, frequency and date needs to be in place.
- Human resources (teachers and others at the school to coach)
- Relevant materials, e.g. copies of classroom observation instruments (See Annex A)
- Conducive place for peer coaches to meet (e.g., classroom after school)

What Does a School-Based Coaching Plan Look Like?

In discussion with the DEST and ZEST, a regular schedule for coaching should be developed for a school. On a monthly basis, for example, a School Coaching Plan may look like this:

School-Based Coaching Plan

Name of school _____

Zone _____ District _____

Province: _____ Date: _____

Commitment: Head teacher's Name & Signature: _____

Activity	By whom	Frequency	Dates (insert)
Walk-Throughs	Head teacher, Deputy head teacher, ZEST DEST	Twice per month for each teacher for 10- 20 minutes	
Literacy Team Meetings	Head teacher, Deputy head teacher, Teachers	Weekly	
Peer Coaching	Pairs or groups of teachers	Ongoing, weekly	
Teachers' Group Meetings	Teachers	Fortnightly	
Meetings of Head Teacher & Deputy Head, teacher leaders	Head teacher, Deputy head teacher, Teacher leaders	Weekly	
Class Observations (Formative)	Head teacher, Deputy head teacher, Peer coaches, DEST, ZEST	Once per term, Once per month, Ongoing, Once per term	
Meet with community representatives (SMC, PTA, etc.)	Head teacher, Deputy head, Teacher leaders	Once per term	

How Will You Know If the School-Based Coaching Program is Effective?

To return to our main purpose of coaching, the effectiveness of a School Coaching Program is determined by the achievement of the ultimate objective of the effort---to enhance learners' achievement in reading. We aim to do that by enhancing teachers' skills in teaching reading and their use of appropriate methods and materials to teach reading. We will know if a School Coaching Program is effective by answering the following questions:

- What changes do we see in classroom reading instruction?
- What do teachers say about changes in their reading instruction?
- What differences are evident in learner performance in reading through achievement tests?
- What do teachers say about their learners' improvement in reading?
- What do teachers say about the benefits of their experience in working with coaches?
- What do teachers say about the benefits of their experience in coaching another teacher?

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Annex A: Classroom Observation Tools

Observation Form for Six Skills of Reading

Classroom Mapping Activity Sheet

Classroom Management Checklist

A. Organization

B. Physical Learning Environment

C. Psychosocial Learning Environment

Record of Walk-Through Visits

Comprehensive Classroom Observation Instrument (CCOI)

Annex A: Classroom Observation Tools

Observation Form for Six Skills of Reading

Teacher: _____
Standard: _____

Coach: _____
Lesson: _____

Date: _____

READING SKILL	OBS? ✓	What the teacher did	What the learners did	Comments/Questions
Phonemic Awareness				
Phonics				
Oral Reading Fluency				
Vocabulary				
Comprehension				
Writing				

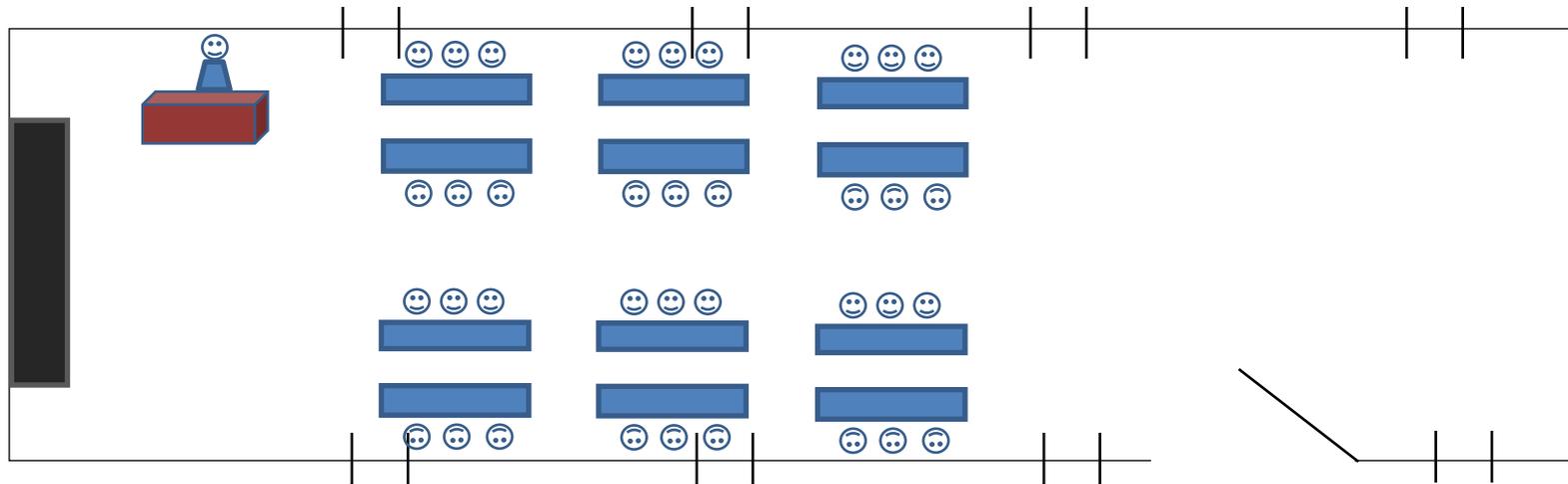
CLASSROOM MAPPING ACTIVITY SHEET

Teacher: _____ M/F (tick) Coach: _____ M/F (tick) Date: _____

Grade: _____ Lesson: _____

Directions:

1. Draw the layout of the classroom: chalkboard, teacher's desk, arrangement of learners
2. Put an X where the teacher is at the beginning of the class.
3. Put lines where the learners are.
4. When the teacher moves, draw a line showing where teacher goes and an X where teacher stops.



Reflection questions with teacher:-

1. Where does the teacher move? Why?
2. Which learners are close to the teacher?
3. Which learners are far away from the teacher?
4. Which learners' work does the teacher monitor/check?

Classroom Management Checklist

Teacher: _____ Observer: _____ Date: _____

This tool can be used as:

- a planning tool to organize your classroom management procedures
- an observation checklist when observing a class

A. Organization

		Yes	No	N/A
A1	Class starts on time.			
A2	Class time is used well; no lost time.			
A3	Materials are prepared ahead of time.			
A4	Materials are distributed efficiently.			
A5	Transitions between activities are efficient; learners are not confused; no lost time.			
A6	Interruptions are handled efficiently.			
A7	Directions for activities are clear.			
A8	Directions for assignments are clear.			
A9	Homework assignments are posted clearly.			

NOTES:

B. Physical Learning Environment

		Yes	No	N/A
B1	Classroom is clean.			
B2	There is enough light in the classroom.			
B3	Classroom is safe for learners.			
B4	Classroom is attractive to learners.			
B5	Print materials are displayed in the classroom.			
B6	Learners' work is displayed in the classroom.			
B7	All learners can see the chalkboard and the teacher, and the teacher can see all learners.			
B8	Chalkboard is in good condition; learners can easily see what is written.			

NOTES

C. Psychosocial Learning Environment

		Yes	No	N/A
C1	Clear expectations are communicated regarding acceptable behavior.			
C2	Teacher is warm and friendly.			
C3	Teacher uses positive reinforcement.			
C4	All learners are treated with dignity and respect, by the teacher and each other.			
C5	Girls and boys are treated equally.			
C6	Learners have opportunities to interact.			
C7	Learners interact in a positive manner.			
C8	Teacher listens to what learners say.			
C9	Teacher provides feedback in ways that encourage further effort.			
C10	Teacher is taking care of individual psychosocial needs.			

NOTES:

Record of Walk-Through Visits

Directions: Write teachers' names in the first column. Write the date each column when you do a Walk-Through. Check the teachers you visit on that day. Make notes for yourself on paper of things you need to follow-up.

Teacher Name	Dates										
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

Comprehensive Classroom Observation Instrument (CCOI)

Teacher: _____ M/F (tick) Coach: _____

M/F (tick) Date: _____ Grade: _____

Lesson: _____

DIRECTIONS:

In the classroom: (1) observe a reading lesson and take notes on paper; (2) choose the description that best fits what you observed and mark it: *Not Yet Started, Getting Started, Moving Along, or Showing Results*; (3) In the Evidence section, give examples from the class to describe what you saw; (4) After school, share and discuss with the teacher what you observed.

PERFORMANCE AREA 1: TIME ON TASK FOR READING

Component #1: Time for Teaching and Learning to Read

Component #2: Use of Class Time

Component #3: Learner Engagement

PERFORMANCE AREA 2: LEARNING ENVIRONMENT FOR READING

Component #4: Arrangement of Learners

Component #5: Encouragement of Learners

Component #6: Gender Sensitivity

Component #7: Learner Interaction

PERFORMANCE AREA 3: KNOWLEDGE & TEACHING OF READING SKILLS

Component #8: Knowledge of the Reading Program Skills

Component #9: Teaching the Five Key Reading Skills

PERFORMANCE AREA 4: TEACHING & LEARNING MATERIALS

Component #10: Use of Teaching and Learning Materials by Teacher

Component #11: Use of Teaching and Learning Materials by Learners

PERFORMANCE AREA 5: ASSESSMENT, FEEDBACK & USE OF RESULTS

Component #12: Monitoring Learners' Understanding During Lesson

Component #13: Feedback

Component #14: Differentiated Instruction

PERFORMANCE AREA 1: TIME ON TASK FOR READING

NOTE: Observe the entire reading lesson.

Component #1: Time for Teaching and Learning to Read

BEST PRACTICE: Learning to read is not a natural act like learning to speak. Learning to read requires a substantial amount of class time devoted to teaching and learning reading skills. One hour of reading instruction is recommended.

Not Yet Started	Getting Started	Making Progress	Showing Results
No reading skills lesson aside from language arts, or lesson lasted less than 15 minutes.	Reading lesson lasted 15-30 minutes.	Reading lesson lasted 30-59 minutes.	Reading lesson lasted one hour or more.

EVIDENCE: [Explain and give examples to support your rating.]

Component #2: Use of Class Time

BEST PRACTICE: Class time for teaching and learning is maximized by starting class on time, efficiently tending to management tasks, continuing learning tasks without interruptions, and achieving tasks on time.

Not Yet Started	Getting Started	Making Progress	Showing Results
Teacher and learner activities do not begin on time; management tasks are not handled efficiently; <i>and/or</i> much class time is wasted.	Teacher and learner activities do not begin on time; management tasks are not handled efficiently; <i>and/or</i> some class time is wasted.	Teacher and learner activities begin promptly; management tasks are handled efficiently for the most part; and <i>most</i> time is used for teaching and learning to read.	Teacher and learner activities begin promptly and management tasks are handled quickly. Class time for teaching and learning to read is maximized. Tasks are achieved on time.

EVIDENCE: [Explain and give examples to support your rating.]

Component #3: Learner Engagement

BEST PRACTICE: Teacher ensures that all learners actively participate in the lesson (either individually, in pairs, in groups, or with the whole class). Learner participation in lesson activities helps learners to grasp the concepts and is directly related to learner achievement.

Not Yet Started	Getting Started	Making Progress	Showing Results
Learners sit passively, listen to the teacher, and watch the teacher; or, they only respond chorally.	<i>Few</i> learners actively participate in reading activities and most learners watch.	<i>Most</i> learners actively participate in reading activities. <i>A few</i> only watch.	<i>All</i> learners actively participate directly in reading activities.

EVIDENCE: [Explain and give examples to support your rating.]

PERFORMANCE AREA 2: LEARNING ENVIRONMENT for READING

Component #4: Arrangement/Grouping of Learners

BEST PRACTICE: The physical learning environment enhances learning for all learners. The arrangement of furniture (if available) and/or learners allows for interaction among learners and contributes to a stimulating environment for learning.

NOTE: The lack of furniture or even a classroom is not the issue.

Not Yet Started	Getting Started	Making Progress	Showing Results
Learners work as a whole class or individually.	Learners sit in groups but work as whole class or individually.	Learners sit in groups during the lesson and work as a group, in pairs, or individually.	Learners work in flexible group sizes depending on the task and learner skills: group work with the teacher, group or pair work, individual work, and whole class.

EVIDENCE: [Explain and give examples to support your rating.]

Component #5: Encouragement of Learners

BEST PRACTICE: Teachers encourage positive interpersonal relationships in a learning environment where learners feel comfortable and accepted. Through verbal and non-verbal behaviours, the teacher shows enthusiasm and interest in learning and encourages learners to be actively involved.

Not Yet Started	Getting Started	Making Progress	Showing Results
Teacher is rigid, punishes learners, and/or learners seem afraid of the teacher.	Teacher is neither rigid nor friendly. Learners do not fear teacher.	Teacher is warm, friendly and approachable.	Teacher is warm, friendly and approachable; teacher interacts with learners and actively encourages them to succeed by words or actions.

EVIDENCE: [Explain and give examples to support your rating.]

Component #6: Gender Sensitivity

BEST PRACTICE: Teachers and classrooms are gender-sensitive. Teachers treat girls and boys equally. They call on girls and boys, encourage girls and boys to succeed, give girls and boys roles as group leaders, and use girl-friendly and boy-friendly reading mater

Not Yet Started	Getting Started	Making Progress	Showing Results
Teacher ignores or discourages girls or boys.	Teacher calls on some girls and some boys to participate but shows a preference for one over the other.	Teacher calls on girls and boys and encourages both equally.	Teacher treats girls and boys equally--calls on both, encourages both to succeed, gives both roles as group leaders, and uses girl-friendly and boy-friendly teaching and learning materials.

EVIDENCE: [Explain and give examples to support your rating.]

Component #7: Learner Interaction

BEST PRACTICE: Children learn by interacting with others about the concept being taught. Learning is enhanced when teachers encourage interaction among learners and learners are free to move purposefully around the classroom to get materials, to work with others, etc.

Not Yet Started	Getting Started	Making Progress	Showing Results
<i>Little or no</i> interaction among learners. Teacher does not encourage learner interaction.	Learners are allowed to interact with each other but do not move from their assigned places or their movement is not purposeful. <i>Some</i> learners interact with each other.	<i>Most</i> learners interact with each other and move around as directed by the teacher.	Classroom is active and lively; learners have free movement and move purposefully to get materials and work with others, as needed.

EVIDENCE: [Explain and give examples to support your rating.]

PERFORMANCE AREA 3: KNOWLEDGE AND TEACHING of READING SKILLS

Component #8: Knowledge of the Reading Program Skills

BEST PRACTICE: The teacher is thoroughly knowledgeable of the skills of the lesson (e.g., sounds in the language, sound and written form relationships, how to blend sounds, modelling of oral reading fluency, etc.) and explanations are accurate and clear to the learners. When teachers know the content well, they can give multiple examples and explain concepts in different ways.

Not Yet Started	Getting Started	Making Progress	Showing Results
The teacher does not demonstrate knowledge of methods of reading instruction, or explanations are incorrect or not clear to learners.	The teacher demonstrates <i>some</i> knowledge of teaching reading skills and/or some explanations are not clear to learners.	The teacher makes no errors in teaching reading skills and most explanations are clear to learners.	The teacher shows that he or she knows the reading skills being taught. Explanations are clear and the teacher can elaborate by using several examples and/or explains in different ways to reach all learners.

EVIDENCE: [Explain and give examples to support your rating.]

Component #9: Teaching the Five Key Reading Skills

BEST PRACTICE: Reading lessons include all five of the key reading skills:

- 1) phonemic awareness
- 2) phonics
- 3) oral reading fluency
- 4) vocabulary, and
- 5) Comprehension (listening and/or reading comprehension)

After Grade 1, phonemic awareness and phonics may be used as needed, with more emphasis shifting to the other key skills for most learners. Phonemic awareness and phonics should still be used for remediation for struggling learners.

Not Yet Started	Getting Started	Making Progress	Showing Results
The reading lesson does not include any of the five key reading skills.	The reading lesson includes 1-2 of the key reading skills.	The reading lesson includes 3-4 of the key reading skills.	The reading lesson includes all 5 of the key reading skills.

EVIDENCE: [Explain and give examples to support your rating.] Which reading skills were taught? How?

PERFORMANCE AREA 4: TEACHING & LEARNING MATERIALS

Component #10: Use of Teaching & Learning Materials (TLMs) by Teacher to Teach Reading

BEST PRACTICE: The *use* of appropriate TLMs by the teacher (real objects, pictures, flash cards, story books, etc.) engages learners in the lesson and helps to explain concepts and build reading skills. Teachers use TLMs as directed in the scripted lesson plan or as appropriate to the lesson and the learners.

Not Yet Started	Getting Started	Making Progress	Showing Results
Teacher uses no TLMs. The chalkboard and chalk may be used.	Teacher uses at least one TLM that is related to the lesson and appropriate to the learners, in addition to chalk and chalkboard.	Teacher uses at least two TLMs that are related to the lesson and appropriate to the learners, in addition to chalk and chalkboard.	Teacher uses three or more TLMs that are related to the lesson and appropriate to the learners, in addition to chalk and chalkboard.

EVIDENCE: [Explain and give examples to support your rating.]

Component #11: Use of Teaching and Learning Materials (TLMs) by Learners

BEST PRACTICE: The use of appropriate TLMs by learners enhances learning. To learn to read, learners must spend significant amounts of time reading. The teacher selects appropriate TLMs for learners to use (readers, supplementary readers, print materials, flash cards, sentence strips, games, etc.) These TLMs are related to the lesson and appropriate to the levels of the learners.

Not Yet Started	Getting Started	Making Progress	Showing Results
Learners use no TLMs. The chalkboard, exercise books and pencils may be used.	Learners use one TLM.	<i>Most</i> learners use two TLMs (individually, in pairs, small groups, or whole class).	<i>All</i> learners use two TLMs (individually, in pairs, small groups, or whole class).

EVIDENCE: [Explain and give examples to support your rating.]

PERFORMANCE AREA 5: ASSESSMENT, FEEDBACK AND USE OF RESULTS

Component #12: Monitoring Learners’ Understanding During Lesson

BEST PRACTICE: The teacher continually assesses learners’ understanding during the lesson (not only at the end of the lesson) by asking oral or written questions, observing learners as they work, checking their work, calling them to the board, listening to them read, etc.

Not Yet Started	Getting Started	Making Progress	Showing Results
Teacher does not assess learners’ understanding during the lesson. Only choral responses are used <i>or</i> no individual assessment is used.	Teacher assesses understanding of <i>some</i> learners during the lesson.	Teacher assesses understanding of <i>most</i> learners during the lesson.	Teacher assesses understanding of <i>all</i> learners during the lesson in a variety of ways, e.g., asking questions, calling learners to the board to show their work, checking work, observing learners as they work.

EVIDENCE: [Explain and give examples to support your rating.]

Component #13: Feedback

BEST PRACTICE: During the lesson effective feedback helps learners to know if they are progressing. Feedback is provided to individual learners or learners working in groups to let them know if their work is adequate or inadequate. Feedback is given in a way that encourages learners to keep trying.

Not Yet Started	Getting Started	Making Progress	Showing Results
Teacher does not give feedback <i>or</i> feedback is harsh and does not encourage learners to try again.	Teacher gives feedback to whole class only. No feedback is given to groups or individuals. Feedback encourages learners.	Teacher gives <i>some</i> feedback to groups and/or individuals. Feedback encourages learners.	Teacher consistently gives feedback to groups and/or individuals. Feedback encourages learners.

EVIDENCE: [Explain and give examples to support your rating.]

Component #14: Differentiated Instruction

BEST PRACTICE: Based on the performance of learners, teachers provide remediation and enrichment for those learners who need more instruction, more practice, or different kinds of tasks. This differentiation of instruction may be on an individual basis, or learners with similar needs may be grouped for additional instruction or practice. Learners may also be assigned to work in pairs of mixed abilities. In order to determine individual needs, teachers must first monitor and assess learner understanding of the content and proficiency in the targeted reading skills.

Not Yet Started	Getting Started	Making Progress	Showing Results
Teacher teaches the entire lesson at one level. No remediation or enrichment is provided, and no individual or group tasks are used during the lesson to address individual needs.	Most of the lesson is taught to the whole class, but teacher is aware of individual needs and gives some extra attention or help to <i>a few</i> learners who need it during the lesson.	Most of the lesson is taught to the whole class, but the teacher provides a remediation activity to those who need more help or practice.	Teacher provides remediation and enrichment activities for individuals or groups of learners during the lesson to address their needs.

EVIDENCE: [Explain and give examples to support your rating.]

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