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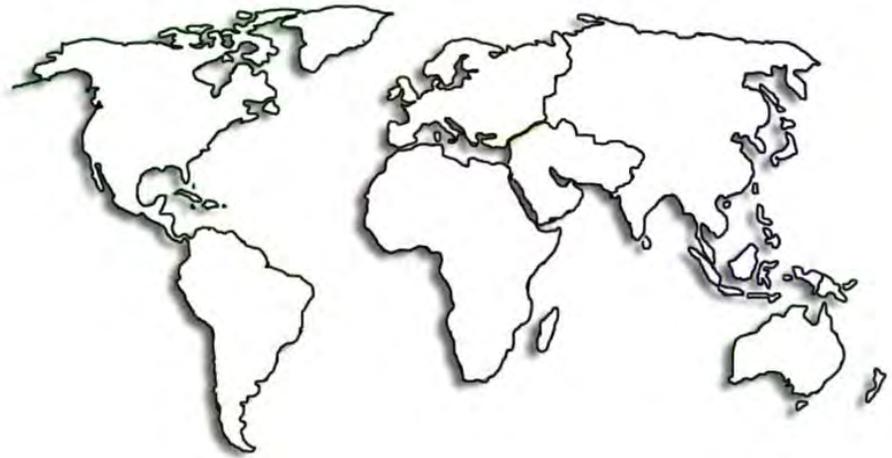
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Educational Quality Improvement Program
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**USAID – AIR / TEACH ENGLISH FOR LIFE LEARNING (TELL)
CLASSROOM OBSERVATION ACTIVITY
DATA ANALYSIS REPORT**



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Executive Summary

The American Institutes for Research (AIR), in collaboration with the Ethiopian Ministry of Education and the United States Agency for International Development (USAID), is implementing the Teach English for Life Learning (TELL) program to improve the skills of grades 6, 7 and 8 English teachers. In the first quarter of 2009, TELL trained 19,146 teachers through a cascading approach in the strategies and methods introduced in the *English for Ethiopia* student textbooks and teachers' guides. To document evidence on the implementation of the strategies and methods used in the classroom by the trained teachers, TELL conducted classroom observations in sample schools across the 11 regions in April and May 2009.

The TELL classroom observation activity was designed to measure the extent to which TELL-trained teachers are using the strategies and methods they learned. TELL trained 59 supervisors, selected by the Regional State Education Bureaus, in classroom observation skills—specifically methods and procedures of classroom observation and the use of data collection instruments and monitoring tools. Following the training, the 59 supervisors observed 301 teachers in rural and urban schools.

TELL developed a comprehensive classroom observation protocol (Annex 1) to be used by supervisors to collect the data. The protocol includes four sections: teacher background, teacher interview, classroom observation, and teacher feedback/reflection. AIR used both quantitative and qualitative methods to analyze the data collected from the classroom observations.

In spite of the challenges faced, the results of the classroom observation are encouraging. Results show that the TELL training was successful in conveying the various lessons and has had an impact on teachers' use of the strategies and methods. The findings reveal that the majority of the teachers use the strategies and methods taught during TELL training. Most of the teachers observed are using participatory methods when teaching. Teachers praised the availability of the resource materials provided by TELL and the applicable and practical nature of the most of the strategies and methods. The challenges that teachers face in implementing some of the strategies and methods center on students' poor knowledge background, scarcity of facilities and resources, and a difficulty in applying particular strategies and methods.

Considering the results gained from TELL training, there would be much to be gained if the Ministry of Education and the Regional State Education Bureaus expand on the TELL training to achieve better results, and provide ongoing support to teachers in the implementation of the strategies and methods. There is a need to address scarcity of school inputs, recognize teachers' efforts to address the challenges they face, and continue professional development to expand further on the areas of difficulty for teachers in the use of specific strategies and methods.

I. Background

The American Institutes for Research (AIR), in collaboration with the Ethiopian Ministry of Education and the United States Agency for International Development (USAID), is implementing the Teach English for Life Learning (TELL) program to improve the skills of grades 6, 7 and 8 English teachers. In the first quarter of 2009, TELL trained 19,146 teachers through a cascading approach in the strategies and methods introduced in the *English for Ethiopia* student textbooks and teachers' guides.

The TELL classroom observation activity was designed to measure the extent to which TELL-trained teachers are using the strategies and methods they learned. TELL trained 59 supervisors, selected by the Regional State Education Bureaus, in classroom observation skills—specifically methods and procedures of classroom observation and the use of data collection instruments and monitoring tools. Following the training, the 59 supervisors observed 301 teachers in rural and urban schools.

The classroom observation activity focused on the specific pedagogical methods and literacy instruction strategies in which the teachers were trained, listed in the tables below.

Skills/Areas	Strategies
Listening	Turn and talk
	Five word prediction
Speaking	Tell something
	Table talk
Reading	Three-two-one
	ABC brainstorming
	Anticipation guide
Writing	Venn diagram
	Graphic organizer
	Journal response
	Quick write
Vocabulary	Word parts
	Context clues
Storytelling	Telling stories

Methods
Teacher lecture/presentation
Teacher-led questions and answers
Pairing
Small group discussion
Student-led presentation

The following report sections discuss the methodology used to conduct the classroom observation activity, present the data and findings, and provide conclusions and recommendations.

2. Methodology

This section discusses the sample selection processes, data collection instruments, and methods of data analysis.

2.1 Sample Selection

Challenged by a limited time frame for conducting classroom observations before the start of student-exams and end-of-school year activities, TELL and USAID collaboratively decided to conduct classroom observations on a sample of 300 teachers. Based on the assumption that a supervisor could conduct five observations in the time scheduled, TELL trained 60 supervisors to conduct the classroom observations. Geographic distribution of supervisors and sampled teachers across the country was proportionally determined by the number of teachers trained by TELL in each region. The regional distribution for supervisors and teachers is presented in Table I below.

Table I: Distribution of supervisors and sample teachers among regions

S.N	Region	Number of Supervisors	Number of Sample Teachers
1	Addis Ababa	3	15
2	Afar	2	10
3	Amhara	13	65
4	Benishangul	2	10
5	Dire Dawa	2	10
6	Gambela	2	10
7	Harari	2	10
8	Oromia	16	80
9	SNNPR	10	50
10	Somali	2	10
11	Tigray	6	30
Total	11	60	300

Within each region, REBs selected supervisors from various urban centers. These supervisors were then tasked to observe teachers in both urban and rural schools in close proximity to their respective urban centers. REBs were also responsible for identifying the teachers to be observed—all of whom had been trained by the TELL Program. Often teacher selection was influenced by the proximity and accessibility of their schools (rural teachers were thus selected from those rural schools closest to the urban centers).

2.2 Data Collection Instruments

TELL developed a comprehensive classroom observation protocol (Annex I) to be used by supervisors to collect the data. The protocol includes four sections: teacher background, teacher interview, classroom observation, and teacher feedback/reflection. There are 38 major items including 34

quantitative items (14 of which have multiple-response sub-items) and 4 open-ended questions to obtain qualitative data.

Data collection occurred during a three-week period, April 30 to May 20, 2009.

2.3 Data Analysis

AIR used both quantitative and qualitative methods to analyze the data collected from the classroom observations. A variety of systems were used to encode the data, including SPSS, Microsoft Access, and Microsoft Excel. Percentages and means were generated and qualitative data was summarized and included in the analysis to supplement and clarify quantitative analysis.

3. Presentation of Data and Findings of the Classroom Observation

In this section, the data findings are presented according to the four sections of the observation protocol: teacher background, teacher interview, classroom observation, and teacher feedback.

3.1 Teacher Background

Three-hundred and one teachers were observed by TELL-trained supervisors. Table 2 below shows the distribution of these teachers disaggregated by region, gender, grades taught and school location.

Table 2: Teacher background by region, gender, grade taught, and location

Region	Gender			Teachers Observed Grade Level Taught				Location		
	M	F	T	6	7	8	Total	Rural	Urban	Total
Addis Ababa	12	4	16	7	5	4	16	-	16	16
Afar	9	1	10	5	2	3	10	8	2	10
Amhara	50	15	65	18	19	28	65	27	38	65
Benishangul-Gumuz	8	2	10	3	2	5	10	5	5	10
Dire Dawa	8	2	10	3	3	4	10	6	4	10
Gambella	9	1	10	3	3	4	10	5	5	10
Harari	7	3	10	3	4	3	10	5	5	10
Oromia	59	21	80	27	25	28	80	31	49	80
SNNPR	39	11	50	16	19	15	50	22	28	50
Somali	9	1	10	3	4	3	10	5	5	10
Tigray	18	12	30	11	9	10	30	12	18	30
Total	228	73	301	99	95	107	301	126	175	301

As shown in Table 2 above, of the 301 English teachers observed, 228 (75.7%) were male and 73 (24.3%) female. Of the 301, 99 (32.9%), 95 (31.6%) and 107 (35.5%) taught grade 6, 7 and 8, respectively. One-hundred twenty-six (41.9%) teachers were from rural schools and 175 (58.1%) from urban schools.

3.2 Teacher Interview: Usage of the Strategies and Methods

For items 1-20 (teacher interview) of the observation protocol, a rating scale of four points was developed, ranging from *rarely* to *always* in ascending order (1=rarely, 2=sometimes, 3=usually, and 4=always). Using this scale, the teachers were asked to rate the extent to which they implement the strategies and methods they learned through the TELL training. Responses for strategies and methods are discussed separately below.

Strategies

Items 1-14 of the classroom observation protocol investigate the strategies used by trained teachers, according to areas of basic literacy: listening, speaking, reading, writing, vocabulary and storytelling.

Of the 301 teachers interviewed, on average 98.1% responded to items on how frequently they used the strategies they acquired as a result of TELL training. The results indicate that most teachers (average 88.9%) use the strategies at least *sometimes*, with only an average of 11% reporting to use the strategies only *rarely*. Details of teachers' ratings of their usage of strategies are presented below in Table 3.

Table 3: Teacher responses on the degree of usage of the strategies

Skills	Strategies	1 (Rarely)	2 (Sometimes)	3 (Usually)	4 (Always)	%	N (301)	Mean
Listening	1 Turn and Talk	1.7%	40.9%	31.9%	25.2%	99.7	300	2.81
	2 Five Word Prediction	9.3%	46.2%	28.9%	14.0%	98.3	296	2.48
Speaking	3 Tell Something	4.7%	23.9%	38.9%	31.9%	99.3	299	2.98
	4 Table Talk	6.6%	34.9%	35.5%	21.9%	99.0	298	2.73
Reading	5 Three-Two-One	12.6%	40.5%	29.2%	16.3%	98.7	297	2.50
	6 ABC Brainstorming	15.0%	38.5%	26.2%	18.3%	98.0	295	2.49
	7 Anticipation Guide	12.6%	31.6%	32.2%	22.3%	98.7	297	2.65
Writing	8 Venn Diagram	14.6%	48.2%	19.6%	15.9%	98.3	296	2.38
	9 Graphic Organizer	13.6%	47.2%	24.3%	10.6%	95.7	288	2.34
	10 Journal Response	23.3%	42.9%	22.3%	9.0%	97.3	293	2.18
	11 Quick Write	11.3%	36.2%	29.6%	20.3%	97.3	293	2.60
Vocabulary	12 Word parts	7.3%	28.6%	31.6%	29.2%	96.7	291	2.84
	13 Context Clue	2.0%	13.6%	33.9%	50.2%	99.7	300	3.32
Storytelling	14 Telling story	19.6%	49.2%	16.6%	11.0%	96.3	290	2.21
Average		11.01%	37.31%	28.62%	21.15%	98.1	295.2	2.60

Six out of the 14 strategies are used at least *sometimes* by over 90% of teachers. The strategies used most often (*usually* or *always*) are the speaking and vocabulary strategies. For example, 70.8% of teachers use the *Tell Something* strategy *usually* or *always*, and 84.1% of teacher use *Context Clue* *usually* or *always*. The strategies employed least frequently include the writing strategies *Venn Diagram*, *Graphic Organizer*, *Journal Response*, as well as *Storytelling*.

As Table 3 illustrates, all the strategies have a mean rating above 2.00, and the average mean rating across all strategies is 2.60, which is above the mid-point for the 4-scale rating. The strategy rated highest in the list, with a mean score of 3.32, is *Context Clue* - a strategy used for teaching vocabulary.

Methods

Items 15-20 measure teachers' use of teaching methods taught during TELL training, employing the same 4-point scale for measuring strategy use. The methods presented to the teachers for rating were *Teacher Lecture/ Presentation*, *Teacher-led Q & A*, *Students Working in Pairs*, *Small Group Discussion*, and *Student-led Presentation*. The ratings are presented below in Table 4.

Table 4: Teacher responses on the degree of usage of the methods

No	Methods	1 (Rarely)	2 (Sometimes)	3 (Usually)	4 (Always)	%	N	Mean
15	Teacher lecture / presentation	23.9%	44.2%	16.6%	13.6%	98.3	296	2.21
16	Teacher-led Q & A	1.7%	12.0%	33.2%	52.8%	99.7	300	3.37
17	Students working in pairs	2.0%	14.3%	36.2%	47.2%	99.7	300	3.29
19	Small group discussion	1.3%	20.3%	34.9%	43.2%	99.7	300	3.20
20	Student-led presentation	18.3%	41.5%	26.9%	12.6%	99.3	299	2.34
Average		9.44%	26.46%	29.56%	33.88%	99.3	299	2.88

As shown in Table 4, on average more than 90% of teachers report using methods from the TELL training at least *sometimes*. Of the five methods investigated, those used least frequently were *Teacher Lecture/Presentation* (2.21 mean rating) and *Student-led Presentation* (2.34 mean rating). Among the remaining methods, *Teacher-led Question and Answer* was used the most frequently with 3.37 mean rating (over half the teachers report *always* using this method), followed by *Students Working in Pairs* (3.29 mean rating) and *Small Group Discussion* (3.20 mean rating).

Item 21 of the classroom observation protocol asked teachers to identify opportunities and/or challenges they encountered in using the strategies and methods from the TELL training. The most commonly identified opportunities include:

- knowledge and skills gained on the strategies and methods from TELL training
- availability of training/teaching materials
- suitability of the activities for using integrated skills, strategies and methods
- participatory and practicable nature of the lessons in the textbook
- suitability of the activities for lesson preparation
- the availability of many reading passages that help students practice different activities
- use of the strategies promoted pro-active thinking on the part of the teachers
- students' interest and motivation when using the strategies
- teaching integrated skills easily identifiable with different appropriate strategies and methods

The most common challenges identified by teachers include:

- poor academic background of the students to do the activities in the classroom
- large class size
- lack of interest among some students to do their homework/assignments
- shortage of time to cover all the activities in the textbooks
- scarcity of textbooks
- difficulty in implementing some of the strategies such as journal response and storytelling as a result of student background
- teachers' workload to prepare all the lessons using the appropriate strategies
- unsuitable seating arrangement for practicing active learning methods
- lack of clarity in some of the strategies due to the short training period
- inability of the students to practice writing (paragraphs)
- student difficulty in using some methods such as student-led presentations

3.3 Classroom Observation: Strategies and Methods Observed

Items 22-35 of the observation protocol measure teachers' use of strategies and methods based on supervisors' observations of teachers in the classroom. For each strategy, and corresponding methods, teachers received a rating of "1" if the supervisor observed them using the strategy or method in class, and a rating of "2" if the strategy or method was not used during the observation period. Table 5 below shows the results of the classroom observation. It is important to note that frequency and percentage columns do not sum to 301 and 100%, as teachers may use multiple strategies and methods during a class.

Table 5: Number of teachers observed using the strategies and methods in the classroom

Skills	Strategies	Usage of the Strategies*		Combination of the Methods Observed	
		Frequency (N=301)	%	Higher frequency	Lower Frequency
Listening	Turn and Talk	119	39.5%	Teacher Q & A (80.1%) Small group (68.1%) Pairing (65.3%)	Lecture (36.9%)
	Five Word Prediction	41	13.5%	Teacher Q & A (48.5%) Pairing (42.2%) Small group (38.7%)	Lecture (23.7%)
Speaking	Tell Something	135	45%	Teacher Q & A (86.2%) Small group (68.5%) Pairing (64.5%)	Lecture (34.6%)
	Table Talk	82	27%	Small group (69.3%) Teacher Q & A (67.8%) Pairing (53.8%)	Lecture (23.3%)
Reading	Three-Two-One	70	23%	Teacher Q & A (65.0%) Small group (55%) Pairing (43%)	Student presentation (43%)
	ABC Brainstorming	43	14%	Teacher Q & A (57.3%) Small group (42.9%) Pairing (38.9%)	Lecture (27.7%)
	Anticipation Guide	60	20%	Teacher Q & A (67.4%) Small group (38.7%) Student presentation (33.3%)	Lecture (19.4%)
Writing	Venn Diagram	37	12%	Teacher Q & A (48.5%) Pairing (41.2%) Student presentation (37.5%)	Lecture (23.2%)
	Graphic Organizer	34	11%	Teacher Q & A (42.9%) Small group (41.4%) Pairing (36.4%)	Lecture (20.0%)
	Journal Response	34	11%	Teacher Q & A (49.2%) Pairing (38.6%) Small group (37.0%)	Lecture (26.4%)
	Quick Write	120	40%	Small group (63.1%) Teacher Q & A (62.2%) Pairing (54.1%)	Lecture (25.6%)
Vocabulary	Word parts	63	21%	Teacher Q & A (67.4%) Small group (50.0%) Pairing (37.8%)	Student presentation (34.3%)
	Context Clue	126	42%	Teacher Q & A (84.2%) Small group (57.1%) Pairing (56.6%)	Student presentation (32.6%)
Storytelling	Telling story	22	7%	Teacher Q & A (30.8%) Student presentation (29.2%) Small group (27.1%)	Pairing (21.35%)

* The frequency and percentage columns will not add up to 301 and 100% respectively as a teacher may teach more than one skill in the class and therefore use more than one strategy.

Of the 14 strategies, the four most commonly observed strategies used by teachers were *Tell Something* (45% of teachers), followed by *Context Clue* (42% of teachers), *Quick Write* (40% of teachers) and *Turn and Talk* (39.5% of teachers). The least observed strategies include *Storytelling*, used by 7% of teachers observed, and *Graphic Organizer* and *Journal Response*, both used by 11% of teachers observed.

The classroom observation also looked at which teaching methods were used most frequently in implementing the strategies. Among the methods, *Teacher-led Questions and Answers* was the most commonly used, while *Lecture* was the least used.

3.4 Feedback/Reflection Session

Immediately following the observation, teachers were asked to reflect about their experiences in implementing the strategies and methods taught during TELL training. Protocol items 36-38 asked teachers to reflect on strengths, weaknesses/challenges, and responses to challenges they faced.

Strengths

Teachers viewed the applicability of the strategies and methods as the major strength of the TELL training. In this regard, they pointed out that the training helped them to integrate the skills, engage students using a variety of methods and strategies, and assess students and manage the classroom. Teachers reported that the training helped them gain self-confidence in organizing their teaching and learning environments, improved their knowledge and skills, and aided them in preparing meaningful lessons using practical procedures described in the textbook and teacher's guide to apply active learning methodology.

Weaknesses/Challenges

Identified weaknesses or challenges in implementing the strategies and methods included large class size, lack or shortage of books, difficulty in applying some of the strategies and methods, student absenteeism, lack of motivation, and lack of proper facilities in the classroom.

Teachers pointed out that strategies such as *Storytelling*, *Journal Response*, *Context Clue*, *Three-Two-One*, and *Student-led Presentation* were very difficult for students to practice as a result of students' limited language background.

Responses to Weakness/Challenges

Teachers identified several measures they have taken to respond to the challenges. To address student motivation and participation problems, the teachers reported that they reinforced strategies, such as:

- making students participate by writing the rules, examples, and exercises on the board;
- asking the questions again and again;
- insisting that students raise their hands first;
- making permanent groups by putting at least two active participants in each group;
- trying to develop the habit of using the strategies and methods through classroom activities and take-home assignments;
- discussing the problems with colleagues;

- using role models; and
- incentivizing student participation.

Teachers also reported their responses for addressing weaknesses in student knowledge. Most teachers reported giving tutorial classes and helping slow students to practice the strategies and methods, particularly the ones they found very difficult. Regarding the shortage of books and problems in the facilities, the teachers reported that they informed school administration about the problems and encouraged students to borrow or share books.

4. Conclusions and Recommendations

4.1 Conclusions

In spite of the challenges faced, the results of the classroom observation are encouraging. Results show that the TELL training was successful in conveying the various lessons and has had an impact on teachers' use of the strategies and methods. Specifically:

1. The overwhelming majority (almost 90%) of teachers interviewed report using the basic literacy teaching strategies they learned from the TELL training at least *sometimes*, and just under half (49.8%) report using the strategies *usually* or *always*. The strategies used most often are the speaking and vocabulary strategies, in particular *Tell Something* and *Context Clue*.
2. The majority of teachers interviewed (over 80%) report using the methods that were presented during the TELL training. Among the methods, teacher lecture/presentation and student-led presentations appeared to be used less frequently. The use of teacher lecture/presentation less frequently and the use of grouping and pairing more frequently demonstrates teachers' tendency towards the use of participatory teaching-learning methods.
3. Of the 301 teachers observed, a significant number of teachers used the strategies while integrating the methods. The majority of teachers observed used the methods along with the strategies that were appropriate for the skill they were teaching during the observation.
4. Teachers indicated that their ability to implement the strategies and methods was aided by the knowledge and skills gained from TELL training; availability of training/teaching materials; suitability of the activities for integrating skills, strategies, and methods; and the participatory and practicable nature of the lessons in the textbook.
5. Teachers encountered challenges/weaknesses in implementing the strategies and methods of TELL training. Key among these are the poor academic background of students; low student motivation; large class size; an overwhelming teacher workload; difficulty in applying some of the strategies and methods; and lack of proper inputs or facilities.
6. Teachers attempted to address the major challenges/weaknesses by: increasing student participation, arranging tutorial classes, sharing ideas or resources, working with colleagues, informing school administration on the scarcity of resources.

4.2 Recommendations

1. Expand on the strengths identified by teachers to achieve better results, particularly in the implementation of the strategies and methods. Teacher efforts, like providing tutorial classes to students, should be recognized and supported in the system to help improve teaching and learning results.
2. Encourage stakeholders to address the shortage of books and school facilities, as these resource constraints hinder teachers' ability to apply the strategies and methods.
3. Apply the lessons learned as a result of the successful implementation of the TELL training.
4. Provide ongoing support to teachers to improve classroom implementation of the least used strategies and methods with which teachers have difficulty. Strategies such as *Journal Response*, *Storytelling*, *Graphic Organizer*, and *Venn Diagram*, and methods like *Student-led Presentation* need to be specifically addressed in continuing professional development activities and/or future TELL trainings.

Annex I. TELL Classroom Observation Protocol



TEACH ENGLISH FOR LIFE LEARNING PROJECT CLASSROOM OBSERVATION PROTOCOL

For Grade 6, 7 & 8 English Teachers

AIR/TELL in collaboration with the General Education Curriculum Framework Development Department, MOE, trained about 20,000 Grade 6, 7, 8 English teachers on skills, strategies and methodology in improving basic literacy as introduced in the newly developed text books. This protocol includes background information, teacher's interview, classroom observation and feedback sessions.

I. Background Information

Region: _____ Zone/Woreda _____ School _____ 1. Rural _____ 2. Urban _____

Name of Teacher: _____

Gender: 1. M 2. F

Number of students in the observed class: Total: _____ M: _____ F: _____

Length of observed period (in minutes divided in five minute interval): _____ minutes

Name of the observer: _____

Grade Level Observed: _____

Date of Observation: _____

Time of Observation: _____

II. Teacher Interview

Ask the teacher to what extent has he/she used the following skills, strategies and methods? Circle the number based on your rating (4 = Always, 3 = Usually, Sometimes = 2, Rarely = 1)

Listening		Always	Usually	Sometimes	Rarely	Remark
1	Turn and talk:	4	3	2	1	
2	Five Word Prediction:	4	3	2	1	
Speaking		Always	Usually	Sometimes	Rarely	Remark
3	Tell something:	4	3	2	1	
4	Table talk:	4	3	2	1	
Reading		Always	Usually	Sometimes	Rarely	Remark
5	Three, two, one:	4	3	2	1	
6	ABC Brainstorming:	4	3	2	1	
7	Anticipation Guide:	4	3	2	1	
Writing (Paragraph(s) Writing)		Always	Usually	Sometimes	Rarely	Remark
8	Venn Diagram	4	3	2	1	
9	Graphic Organizer:	4	3	2	1	
10	Journal Response:	4	3	2	1	
11	Quick Write:	4	3	2	1	
Vocabulary		Always	Usually	Sometimes	Rarely	Remark
12	Word parts (Prefixes, root/base, suffixes) :	4	3	2	1	
13	Context clues (Ant, descrip., comp/cont):	4	3	2	1	
Storytelling		Always	Usually	Sometimes	Rarely	Remark
14	Use of storytelling in class:	4	3	2	1	
Methods		Always	Usually	Sometimes	Rarely	Remark
15	Teacher lecture /presentation:	4	3	2	1	
16	Teacher- led questions and answers:	4	3	2	1	
17	Students working in pairs:	4	3	2	1	
19	Small group discussions:	4	3	2	1	
20	Student-led presentation:	4	3	2	1	

21. What opportunities or/and challenges did you encounter in using these skills, strategies and methods?

III. Classroom Observation

Please circle the number in the box '1' for 'Yes' and '2' for 'No' in front of the strategy observed in the classroom. Multiple strategies can be observed. For each observed strategy, also circle 1 for 'Yes' 2 for 'No' in front of the method listed. Also, please write down any comments you may have.

Listening

S.No.	YES	NO	Strategy & Method	Comment
22	1	2	Turn and Talk	
If yes, are the methods listed below used?				
22.1	1	2	Teacher-led Q&A	
22.2	1	2	Lecture	
22.3	1	2	Pairing	
22.4	1	2	Small Group Discussion	
22.5	1	2	Student led presentation	
23	1	2	Five Word Prediction	
If yes, are the methods below used?				
23.1	1	2	Teacher-led Q&A	
23.2	1	2	Lecture	
23.3	1	2	Pairing	
23.4	1	2	Small Group Discussion	
23.5	1	2	Student led presentation	

Speaking

S.No.	YES	NO	Strategy & Method	Comment
24	1	2	Tell Something	
If yes, are the methods listed below used?				
24.1	1	2	Teacher-led Q&A	
24.2	1	2	Lecture	
24.3	1	2	Pairing	
24.4	1	2	Small Group Discussion	
24.5	1	2	Student led presentation	
25	1	2	Table Talk	
If yes, are the methods listed below used?				
25.1	1	2	Teacher-led Q&A	
25.2	1	2	Lecture	
25.3	1	2	Pairing	
25.4	1	2	Small Group Discussion	
25.5	1	2	Student led presentation	

Reading

S.No.	YES	NO	Strategy & Method	Comment
26	1	2	Three, Two, One	
If yes, are the methods listed below used?				
26.1	1	2	Teacher-led Q&A	
26.2	1	2	Lecture	
26.3	1	2	Pairing	
26.4	1	2	Small Group Discussion	
26.5	1	2	Student led presentation	
27	1	2	ABC Brainstorming	
If yes, are the methods listed below used?				
27.1	1	2	Teacher-led Q&A	
27.2	1	2	Lecture	

S.No.	YES	NO	Strategy & Method	Comment
27.3		2	Pairing	
27.4		2	Small Group Discussion	
27.5		2	Student led presentation	
28		2	Anticipation Guide	
If yes, are the methods listed below used?				
28.1		2	Teacher-led Q&A	
28.2		2	Lecture	
28.3		2	Pairing	
28.4		2	Small Group Discussion	
28.5		2	Student led presentation	

Writing

S.No.	YES	NO	Strategy & Method	Comment
29		2	Venn Diagram	
If yes, are the methods listed below used?				
29.1		2	Teacher-led Q&A	
29.2		2	Lecture	
29.3		2	Pairing	
29.4		2	Small Group Discussion	
29.5		2	Student led presentation	
30		2	Graphic Organizer	
If yes, are the methods listed below used?				
30.1		2	Teacher-led Q&A	
30.2		2	Lecture	
30.3		2	Pairing	
30.4		2	Small Group Discussion	
30.5		2	Student led presentation	
31		2	Journal Response	

If yes, are the methods listed below used?				
31.1	1	2	Teacher-led Q&A	
31.2	1	2	Lecture	
31.3	1	2	Pairing	
31.4	1	2	Small Group Discussion	
31.5	1	2	Student led presentation	
32	1	2	Quick Write	
If yes, are the methods listed below used?				
32.1	1	2	Teacher-led Q&A	
32.2	1	2	Lecture	
32.3	1	2	Pairing	
32.4	1	2	Small Group Discussion	
32.5	1	2	Student led presentation	

Vocabulary

S.No.	YES	NO	Strategy & Method	Comment
33	1	2	Word Parts (prefixes, suffixes, root/base words)	
If yes, are the methods listed below used?				
33.1	1	2	Teacher-led Q&A	
33.2	1	2	Lecture	
33.3	1	2	Pairing	
33.4	1	2	Small Group Discussion	
33.5	1	2	Student led presentation	
34	1	2	Context Clues (antonym, descriptions, comparison/contrast)	
If yes, are the methods listed below used?				
34.1	1	2	Teacher-led Q&A	
34.2	1	2	Lecture	
34.3	1	2	Pairing	
34.4	1	2	Small Group Discussion	
34.5	1	2	Student led presentation	

Story Telling

	YES	NO	Strategy & Method	Comment
35	1	2	Strategy of story telling employed in classroom	
If yes, are the methods below used?				
35.1	1	2	Teacher-led Q&A	
35.2	1	2	Lecture	
35.3	1	2	Pairing	
35.4	1	2	Small Group Discussion	
35.5	1	2	Student led presentation	

IV. Feedback

Immediately after the observation, ask the teacher to reflect about her/his experiences in implementing the TELL training and respond to the following questions.

36. What are the points of strengths you experienced in implementing the TELL training?

37. What are the points of weaknesses you experienced in implementing the TELL training?

38. How did you respond to the challenges you faced in implementing the TELL training?



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