

# EQUITY IN THE CLASSROOM

## Monitoring Instruments

November 1998

# SCHOOL PROFILE

School \_\_\_\_\_ Urban \_\_\_\_\_ Rural \_\_\_\_\_ Observer \_\_\_\_\_

1 Interview School Director (30 minutes)									
Grade Level	Students (Number)		Teachers (Number)		Age Range				<i>Discuss</i> ■ Reasons for drop-outs ■ Efforts to increase access ■ Efforts to increase retention ■ Efforts to increase completion
	Girls	Boys	Women	Men	Girls		Boys		
					From	To	From	To	
Class 1									
Class 2									
Class 3									
Class 4									
Class 5									
Class 6									

2. Direct Observation of School Environment (30 Minutes)	
Number of classrooms _____	Class areas Buildings _____ Outdoors _____
Secure doors/windows Yes _____ No _____	Fences Walls _____ Sticks around school _____ None _____
Library Yes _____ No _____ Number of books _____	Play field Boys and girls separated? Yes _____ No _____ Boys monopolize field(s)? Yes _____ No _____
Water Provided by School _____ Boys _____ Girls _____ None _____	Food Cost _____ No Cost _____ None provided _____
Agricultural gardens Yes _____ No _____ Who works in the gardens? Boys _____ Girls _____ What type of work do boys/girls do in the garden? Watering _____ Digging _____ Planting _____ Weeding _____	Latrines Boys _____ Girls _____ Water near latrines Boys _____ Girls _____ Latrine has doors Boys _____ Girls _____ Latrine cleaned by Boys _____ Girls _____ Caretaker _____
Domestic chores on grounds/class Boys _____ Girls _____	Child vendors on ground Yes _____ No _____
Students bring siblings to school Yes _____ No _____	Children on grounds but not enrolled Number _____

3 Classroom Observation (30 Minutes)			
Class Period _____	Grade _____	Time _____	Teacher _____
<i>Instructions Count using tally marks</i>			<i>Use school profile to draw conclusions about</i> ◆ Who sits at the back of the class? ◆ Do boys and girls sit together or separately? ◆ Do teachers interact with students who do not have instructional materials? ◆ Who does the teacher interact with the most? Boys, girls, or students sitting in closest proximity to the teacher? ◆ Are girls engaged in classroom activities? Why or why not? Who is more engaged, boys or girls? ◆ How are classroom chores (sweeping, dusting the blackboard, distributing books) divided among students?
<b>Categories</b>	<b>Boys</b>	<b>Girls</b>	
Total number of children			
Student has textbook/materials			
Student has writing instrument			
Student wears uniform			
Teacher asks question			
Student answers correctly			
Student answers incorrectly			
Teacher gives positive feedback			
Teacher gives no feedback			
Teacher gives negative feedback			
Student calls out/raises hand/asks question			
Student actively engaged in learning			
Student passively engaged in learning			
Student not engaged/sleeping			
Student performs chores			

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# CLASSROOM OBSERVATION TOOL

Observer \_\_\_\_\_ School \_\_\_\_\_  
 Time of Observation From \_\_\_\_\_ to \_\_\_\_\_ Date of Observation \_\_\_\_\_

	Front of classroom		Back of classroom		<p style="text-align: center;"><i>Directions</i></p> <ul style="list-style-type: none"> <li>▪ Mentally divide the classroom into 2 sections front and back</li> <li>▪ Count the number of students by gender in the front and back of the classroom</li> <li>▪ Monitor teacher-student interactions for 20-30 minutes</li> <li>▪ Use tally marks to record interactions</li> </ul> <p style="text-align: center;"><i>Levels of Questions</i></p> <ul style="list-style-type: none"> <li>▪ Level 1 Questions [Knowledge &amp; Comprehension] ask students for factual information (using words like <i>who, what identify, describe</i>)</li> <li>▪ Level 2 Questions [Application and Analysis] ask students to think and reason logically (using words like <i>analyze, distinguish, compare solve</i>)</li> <li>▪ Level 3 Questions [Synthesis and Evaluation] ask students to use facts to evaluate and make judgements (using words like <i>create, debate, evaluate, critique justify</i>)</li> </ul> <p style="text-align: center;"><i>What conclusions can you draw about the following?</i></p> <ul style="list-style-type: none"> <li>▪ Seat location and gender</li> <li>▪ Teacher level of questions and gender</li> <li>▪ Teacher feedback and gender</li> <li>▪ Teacher interactions and seat location</li> <li>▪ Teacher interactions and gender</li> <li>▪ Student engagement and seat location</li> <li>▪ Student engagement and teacher interaction</li> <li>▪ Student engagement and gender</li> </ul>
	Boys	Girls	Boys	Girls	
Total number of students					
Student has writing instrument(s)					
Student has textbook					
Student has other materials					
Teacher asks Level 1 questions					
Teacher asks Level 2 questions					
Teacher asks Level 3 questions					
Student answers questions correctly					
Student answers incorrectly					
Teacher gives positive feedback					
Teacher gives no feedback					
Teacher gives negative feedback					
Student is actively engaged/calls out					
Student is passively engaged					
Student asks the teacher questions					
Students work in small groups					
Student responds using problem-solving skills					
Student responses refer to personal experiences					
Teacher accepts use of student's native language(s)					

<b>MONITORING TOOL FOR ACTION PLANS</b>
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<b>Name</b>	<b>Date</b>
<b>Country</b>	<b>Region</b>

Groups	Objectives	Strategies	Tasks	Target Populations	How Will Results Be Measured?	Whose Collaboration Is Needed?	When Will The Job Be Completed?
Staff Developers/ School Principals							
Superintendents/ School Administrators							
Curriculum Writers							
Other Stakeholders							

**ACTION PLAN**

<b>Name</b>	<b>Date</b>
<b>Country</b>	<b>Region</b>

Objectives	Strategies	Tasks	Target Populations	How Will Results Be Measured?	Whose Collaboration Is Needed?	When Will The Job Be Completed?

## COURSE EVALUATION

Thank you for participating in this course Your feedback is valuable to us  
Your comments will remain anonymous

Course dates \_\_\_\_\_ Location/Country \_\_\_\_\_

*Please check off one rating for each statement*

	Strongly Disagree  1	Disagree  2	Neither Agree nor Disagree  3	Agree  4	Strongly Agree  5
<b>1 Course Content</b>					
The course was relevant to my work activities					
The course was appropriate to my knowledge and skill levels					
The course used an appropriate balance of facilitator-led discussion, group exercises and individual exercises					
The course taught me about the link between teacher practices and equity					
The course taught me strategies and skills to improve participation by all children in the classroom					
<b>2 The Facilitator</b>					
The facilitator spoke clearly and was understandable					
The facilitator was knowledgeable about equity					
The facilitator encouraged participation from the group					
The facilitator made me feel like a valued contributor					
The facilitator respected and valued group members' experiences and knowledge					
The facilitator practiced inclusion					
The facilitator's teaching methods helped me learn and reflect					
The facilitator's feedback about my exercises and activities was valuable					

	Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5
The facilitator inspired me to use the approaches presented in the workshop					
The facilitator helped me gain the skills I need to use the approaches presented in the workshop					
<b>3 Course Materials</b>					
The handbook's content is clear					
The handbook is well organized/easy to use					
I plan to use the handbook as a reference					
The videos were useful					
I plan to develop additional materials to support my action plan					
I am interested in sharing my materials with others					
<b>4 Overall Course Evaluation</b>					
I developed a socially and culturally relevant action plan to improve equity and quality in the classroom/in curriculum materials					
I can apply the course to my work					
I feel prepared to improve quality in the classroom					
I feel prepared to increase equity in the classroom					
I plan to carry out my action plan					
I would recommend this course to others in my field of work					

What were the most helpful aspects of the course?

What were the least helpful aspects of the course?

What additional comments can you make about the course?

**Thank you!**

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**MATERIALS ASSESSMENT INSTRUMENT**

<b>QUANTITATIVE ANALYSIS</b>		
<b>Section</b>	<b>Number of Girls or Women</b>	<b>Number of Boys or Men</b>
Pages _____ to _____		
Pages _____ to _____		
Pages _____ to _____		

<b>QUALITATIVE ANALYSIS</b>				
<b>Representation</b>	<b>Number of Girls or Women</b>	<b>Key Word(s) Describing Activity</b>	<b>Number of Boys or Men</b>	<b>Key Word(s) Describing Activity</b>
Family roles and relationships				
Professional choices				
Personality traits and individual characteristics				
Cognitive ability and achievement				
Role models				
Stereotyping language				

# STAKEHOLDER INTERVIEW GUIDE

Respondent Name			
Respondent Title			
Respondent Organization			
Respondent Category (check one)	Ministry		Teacher Trainer
	School Principal		Leader of Teacher Trainers
	Teacher		Educational NGO
Other Donor			USAID
Contractor			
Interviewed by			
Date			

## A Workshop Design

1 Did you participate in designing the Equity in the Classroom (EIC) activities in <country>?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

2 If yes, how did you participate in designing EIC activities? Check as many as apply

	I met with USAID to discuss the training
	I determined the training needs
	I received a visit from an EIC facilitator
	I was notified through a call/memorandum of EIC activities
	Other what?

3 Did members of your staff/work team participate in designing EIC activities?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

4 If yes, what role did they play? Check as many as apply

	My colleagues met with USAID to discuss the training
	My colleagues determined training needs
	My colleagues received a visit from an EIC facilitator
	My colleagues were notified through a call/memorandum of EIC activities
	I don't know
	Other what?



- 6 Did these supervisors have any plans for action for changing how they work with the teachers under their supervision when they completed their training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

- 7 If yes, were these supervisors able to follow these plans of action when they completed their training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

- 8 If no, what were the principal barriers to these supervisors changing how they interact with the teachers they supervise?

	Supervisors can't get to schools (no transportation, too large a territory)
	Colleagues do not have similar training/experience/priorities/colleagues do not provide adequate support
	Supervisors don't know/need training in how to give feedback productively/constructively
	Supervisors don't know/need training in how to mentor
	No/insufficient materials are available to reinforce supervisor messages to teachers about equity
	I don't know
	Other what?

- 9 What else you would like to discuss concerning teacher supervision and equity in the classroom?

### C Changes in Teacher Training

- 1 Do you know of any teacher trainers who took an EIC training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

- 2 If yes, how many teacher trainers do you know who took the EIC training?

\_\_\_\_\_ Number

- 3 Have these teacher trainers changed how they work?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

4 If yes, what changes do you know of? Check as many as apply

<input type="checkbox"/>	Coursework now specifically addresses the issue of teacher attitudes/beliefs/expectations towards boys versus girls and its effect on student learning
<input type="checkbox"/>	Coursework now specifically includes ways to increase girls' participation in class
<input type="checkbox"/>	Coursework now specifically covers ways to give feedback constructively
<input type="checkbox"/>	Teacher trainers have changed how they teach in the classroom
<input type="checkbox"/>	Teacher trainers now model student-centered/equitable pedagogy
<input type="checkbox"/>	I don't know
<input type="checkbox"/>	Other what?

5 How do you know of these changes? Check as many as apply

<input type="checkbox"/>	I have heard of these changes from colleagues
<input type="checkbox"/>	I have seen these changes myself
<input type="checkbox"/>	I have heard of these changes from teacher trainers
<input type="checkbox"/>	I don't know
<input type="checkbox"/>	Other what?

6 Have there been policy changes affecting how teachers are trained since the EIC training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

7 If yes, what changes do you know of? Check as many as apply

<input type="checkbox"/>	Teacher training curriculum now covers the relationship between teacher beliefs/attitudes/expectations and student learning
<input type="checkbox"/>	Teacher training curriculum now specifically covers ways to increase girls' participation in class
<input type="checkbox"/>	Teacher training coursework now covers how to give feedback constructively
<input type="checkbox"/>	Teacher training policy is now that classes must model student-centered/equitable teaching approaches
<input type="checkbox"/>	Classroom teaching practice components are now emphasized/valued
<input type="checkbox"/>	Classroom teaching practice components are now connected to student evaluation/grades
<input type="checkbox"/>	Teacher trainers now monitor classroom teaching practice components specifically for practices that promote equity
<input type="checkbox"/>	I don't know
<input type="checkbox"/>	Other what?

8 How do you know of these policy changes? Check as many as apply

	I have heard of these policy changes from colleagues
	I have seen these changes myself
	I have heard of these changes from leaders in teacher training facilities
	I have heard of these changes from teachers/students in the teacher training facilities
	I don't know
	Other what?

9 Did the teacher trainers who did EIC training have any plans for action for changing how they teach when they completed their training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

10 If yes, were these teacher trainers able to follow these plans of action when they completed their training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

11 If no, what were the principal barriers to these teacher trainers implementing their action plans?

	Cultural beliefs/attitudes/expectations within the teacher training facility
	Lack of institutional support/colleagues/supervisors did not share experience/place priority on equitable teaching practices
	No/insufficient materials to reinforce the teaching of equitable teaching practices
	No/insufficient materials to reinforce the teaching of learner-centered teaching practices
	I don't know
	Other what?

12 What else would you like to discuss concerning policies or practices in teacher training and equity in the classroom?

**D Changes in Curriculum Materials**

1 Do you know of any curriculum writers who took an EIC training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

2 If yes, how many curriculum writers do you know who took the EIC training?

\_\_\_\_\_ Number

3 Have these curriculum writers developed any new materials or updated any existing curriculum materials since their EIC training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

4 If yes, have these curriculum writers changed how they handle equity in these new or updated materials?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

5 If yes, what changes do you know of? Check as many as apply

<input type="checkbox"/>	More girls/women in photographs/graphics
<input type="checkbox"/>	More examples of girls/women in text
<input type="checkbox"/>	Increased use of equitable key words in text
<input type="checkbox"/>	View of girls/women's family roles/relationships more balanced
<input type="checkbox"/>	View of girls/women's professional choices more balanced
<input type="checkbox"/>	View of girls/women's personal traits/individual characteristics more balanced
<input type="checkbox"/>	View of girls/women's cognitive abilities and achievement more balanced
<input type="checkbox"/>	Girls/women depicted as suitable role models
<input type="checkbox"/>	Stereotyping language reduced/eliminated
<input type="checkbox"/>	I don't know
<input type="checkbox"/>	Other what?

6 How do you know of these changes? Check as many as apply

<input type="checkbox"/>	I have heard of these changes from colleagues
<input type="checkbox"/>	I have seen these changes myself
<input type="checkbox"/>	I have heard of these changes from students/parents/the community
<input type="checkbox"/>	I don't know
<input type="checkbox"/>	Other what?

7 Did these curriculum writers have any plans for action for changing how they address equity in their materials when they completed their training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

8 If yes, were these curriculum writers able to follow these plans of action once they had completed their training?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

9 If no, what were the principal barriers to changing how these curriculum writers address equity in their new or updated materials?

	Textbook revision is too expensive
	No local capacity to develop new materials
	Need policy changes in order to be able to distribute/use locally-produced supplemental materials/teaching guides
	No funds to distribute new or updated materials
	I don't know
	Other what?

10 What else would you like to discuss concerning new or updated curriculum materials and equity in the classroom?

**Thank you!**