



Users, Functions & Findings: The evolution of Classroom Observation tools for literacy instruction in Uganda

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USAID/Uganda School Health and Reading Program

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How can classroom observation tools maintain usability while meeting the varying needs of multiple stakeholders?

USERS

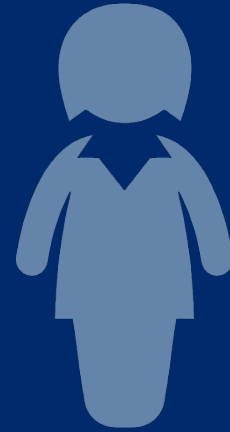
Teachers/
head
teachers



District/MoES
Officials



College
supervisors



Teacher
coaches
(CCTs)



Program
Staff

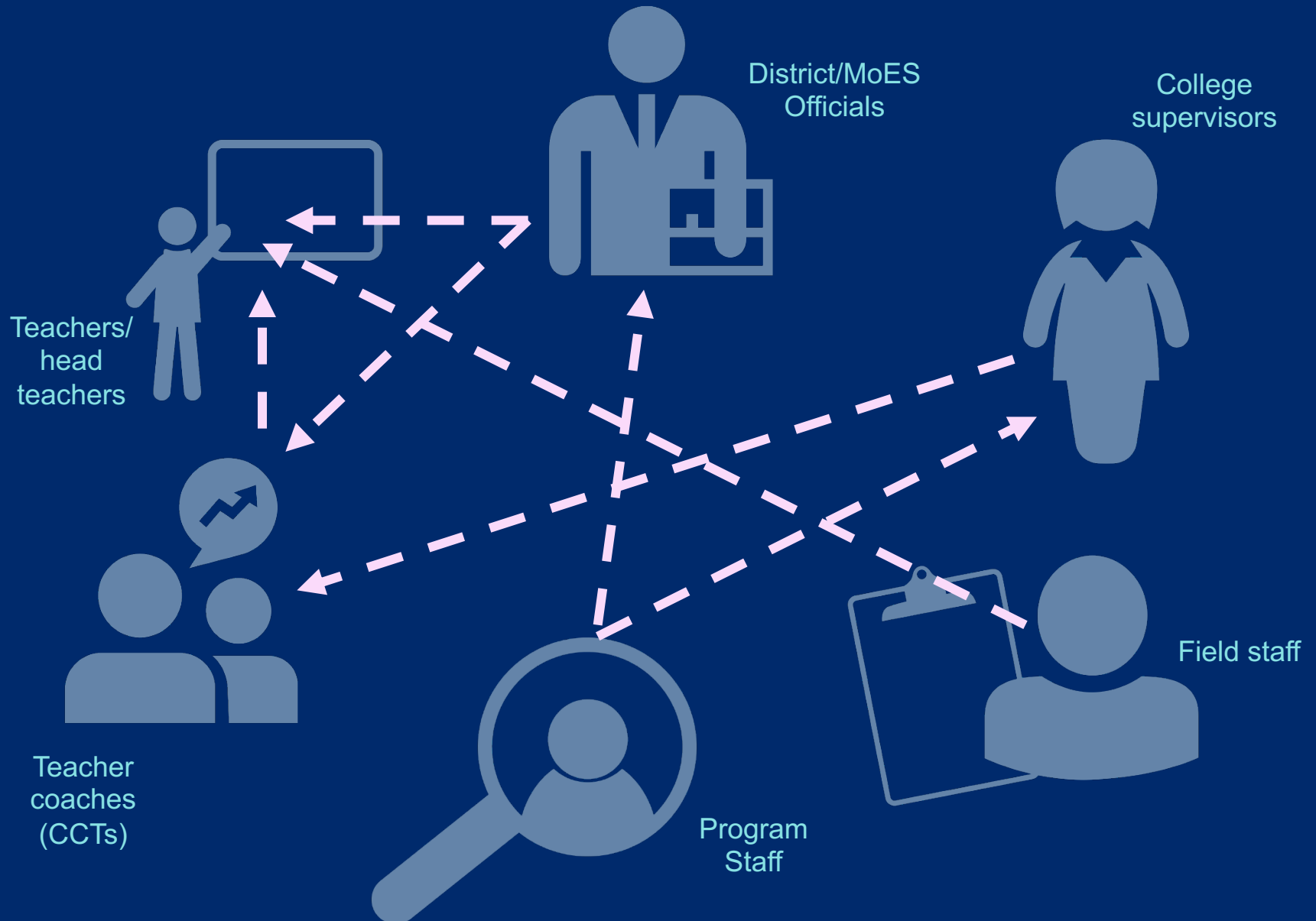


Field staff



USERS

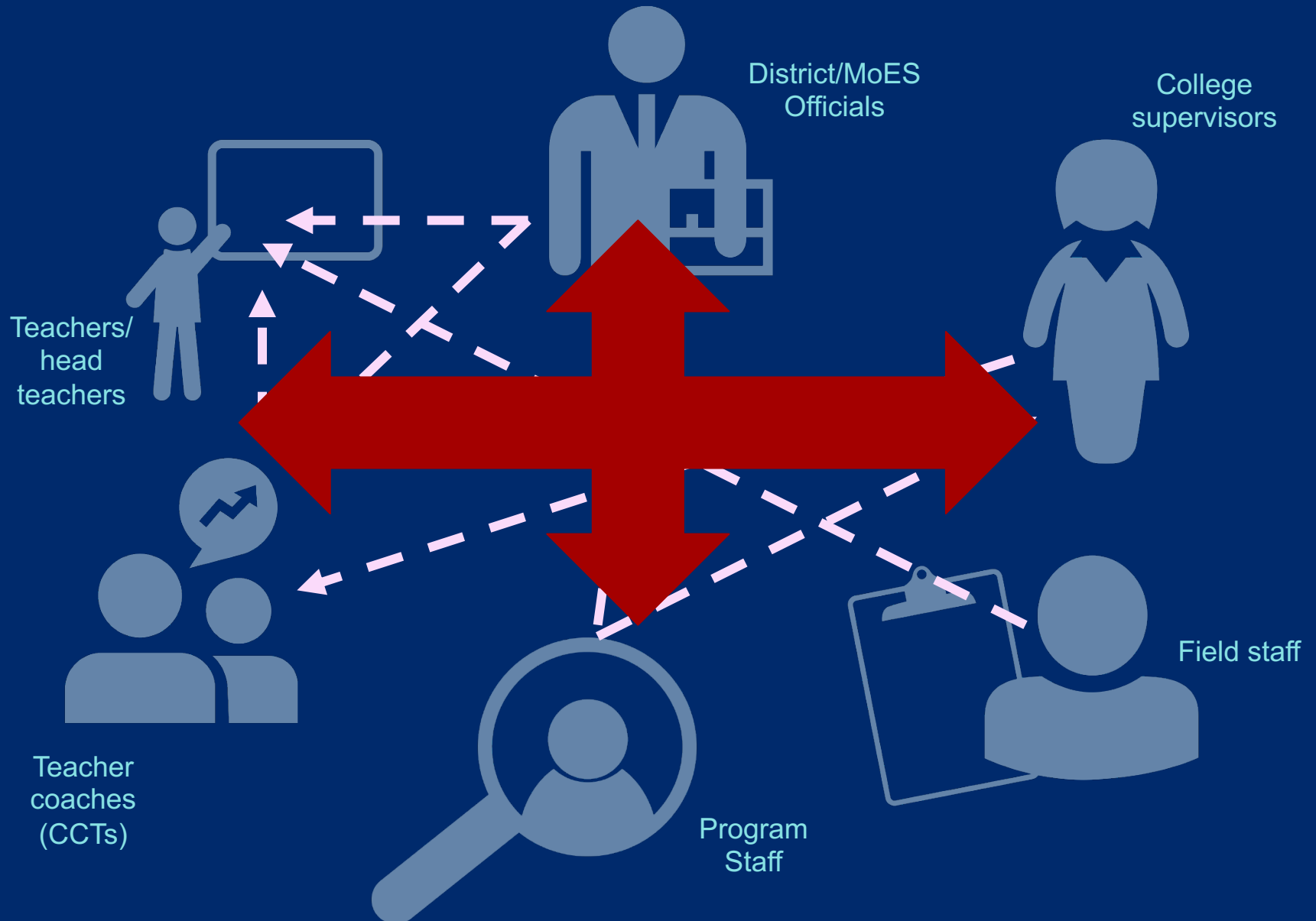
FUNCTIONS



USERS

FUNCTIONS

FINDINGS



USAID/Uganda School Health and Reading Program

USAID funded, RTI implemented support to Uganda MoES- targeting **3.5 million** P1-P4 learners over **7 years** (2012-2019)

4.097 Schools in **43 Districts** receiving Early Grades Reading Interventions

104 instructional material titles developed in 12 local languages and English

3.4 million+ Pupil Primers and Teachers Guides distributed

31,016+ Teachers and Head Teachers trained in EGR methodology

833,500 Library Books distributed



Early Grades Reading Assessment data show significant gains in reading achievement at scale in 10 of 12 languages

Original CO Tool

Lesson Observation		OBSERVED? Y= Yes; N= No; N/A=not applicable	Notes/Comments
Lesson starts: ____:____	Lesson ends: ____:____ length of lesson: _____ minutes		
Teacher's lesson plan includes aspects of appropriate reading methodology and follows the teaching reading guide			
Teacher taught the lesson as indicated in the lesson plan			
Teacher taught lesson in local language (N/A for English):			
Learners have books or printed material			

Teacher...	Rating 2= Fully Mastered 1= Getting There 0= Needs Help N/A= not applicable/not observed	Comments and suggested follow-up if "Needs Help"
Followed the steps in the teachers' guide		
Guides learners to read words from printed material or book		
Guides learners to blend letter sounds to make words		
Differentiates between letter name and the correct sound		
Shows words as made up of syllables (write words by syllable on board e.g. "ki-tten") and "beat the word".		
Introduces new words or reviews vocabulary		

Sustainability? Negotiating data flow & expectations

- How much data can we manage and use?
- How can we ensure actionable communication & turn around?
- How can information flows continue after a program ends?

Going Wide

**Monitoring
Advocacy**

Going Deep
**Teacher Practice
Research/Learning**

Sustainable Approaches- Fast, Actionable, Simple (F.A.S)

STEP	DESIRED OUTCOME	POTENTIAL PITFALLS
Planning Meeting		
<p>Start by saying “We want to help you develop a tool focus your school visits on improving Early Grades Reading, but we cannot tell you what to put in the tool- that’s for you to discuss and decide.”</p> <p>Support District officials to brainstorm and answer: “What do you want to know more about in your District?”</p>	A list of areas participants want to include in their tool	<p>This list could get long! Remind participants that items in the tool should be:</p> <ul style="list-style-type: none"> Actionable Related to children reading Applicable to most/all schools
Once a list is made, help officials prioritize the items to include in their tool.	3-5 areas teams want to look at in the school.	
Make simple Yes/No questions for each area on the tool	3-5 clear questions	It’s easy to make questions too complicated- encourage teams to keep questions focused on one thing only.
Ask participants, “how do we define ‘YES?’” and “how do we define ‘NO?’”	Minimum standards for each question	Although debate is healthy, keep discussions timely
School Visits		
Move with teams to schools according to the District MSS plan, completing the tool.	A completed FAS Tool for each participant	At schools, encourage officials to be data collectors and to resist declaring a schools a “failure” if it doesn’t score a YES on the tool.
Debrief		
Lead officials report, discuss and calculate scores. Yes=1 and No=0.	A ‘score’ for each tool item for each school, as well as a total score for each tool item for all schools.	Do your best to stick to the minimum standards determined for each question!
Discuss what tool results mean for the District. Ask “Where are there gaps?” “What can be done to address these gaps”	Action points specific to the FAS tool with clear next steps	Next steps can be easily forgotten! Assign a due date, as well as a person(s) responsible and a monitor.

Introducing... Tangerine:Tutor

**Real-Time monitoring
through online
dashboard**



**Offline platform
automatically
generates coaching
feedback**

How to Teach: Literacy 1 - Day 1

Step-by-Step Teacher's Activity

Step 4: Before Reading - Reviewing Vocabulary and Asking the Guiding Question (3 minutes)

- a. Read the three vocabulary words for the story that are written on the chalkboard. Move your finger or pointer under the words as you read them.
- b. Ask learners to repeat the words after you as you read them a second time.

* 4.a) Does the teacher Read the 3 vocabulary words for the story, while pointing at the word?

Select only One

Yes

No


* 4.b) Does the teacher Ask learners to repeat the words?

Select only One

Yes

No

98% 17:16



summary response

Summary

Note to Observer- Select 2 to 3 areas to provide feedback on ONLY. Select at least one feedback item that is green or yellow (strong area) and one feedback item that is red (weak area).

Think back to the individual learners you observed during the lesson. Discuss with the teacher the behavior of different learners, what they did when it was time to read or write, and what you noticed about their engagement and understanding. Allow the teacher time to reflect on your observations.

Learner Recall

30%-70%

"You followed many of the steps where we ask learners to recall something



My Forms

Visits

Filter

School

Visits

 Kabuna P S

2

 Kachomo P S

1

 Katikamwe P S

1

 Gatyanga

1

Introducing... Tangerine:Tutor

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Uganda CCT School Visit and teacher and learner attendance dashboard



real_observation.keyword: "1"

doc.formId.keyword: "cct-lesson-observation"

Add a filter +

Actions ▶

Filter Controls

Year

2019



Month

Jan



District

Wakiso ×



Coordination Center

Masulita



School

Select...



Assessor

Jacqueline Nshemereirwe ×



Clear form

Cancel changes

Apply changes

Thank You!

Please Contact: rjordan@rti.org



Looking ahead: SHRP Legacy

- How can information flows continue after a program ends?
- Who needs the data captured and what purpose does it best serve?
- How can analysis and ownership of the data be transferred and sustained?