

Instructions for AEOs making Classroom Observation Visits to government primary schools in Punjab province



Developed by the Quaid – e- Azam Academy for Educational Development

Introduction

The purpose of the classroom observation visits is to observe teachers teaching and to provide feedback to help them improve.

The Quaid-e-Azam Academy for Educational Development (QAED) has developed a classroom observation tool to use on classroom observation visits.

The tool is designed to collect data about 11 teaching practices and data about student's 'time on task'.

The 11 practices are associated with improved student learning and they are desirable practices in all classrooms, regardless of subject or grade.

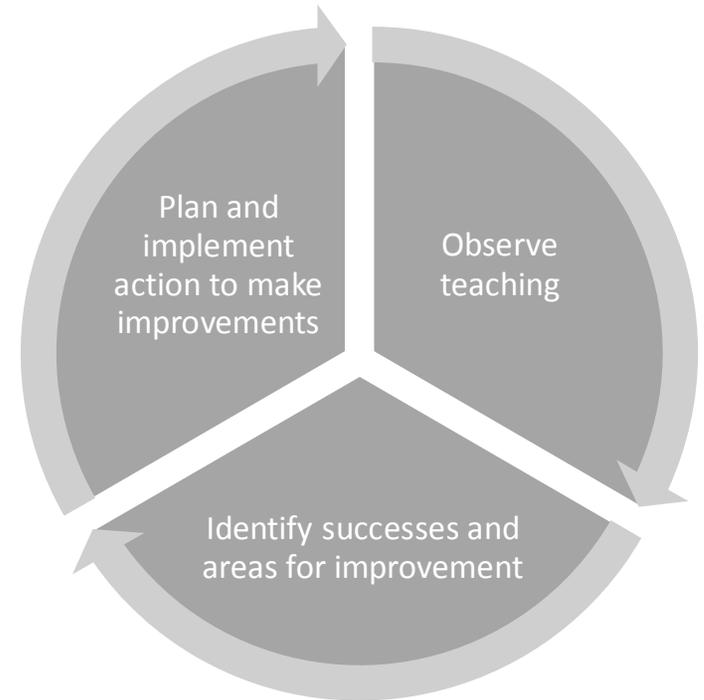
The tool includes relatively few practices so that teachers, headteachers and AEOs can focus their efforts on improving specific aspects of teaching.

AEOs are required to conduct at least two classroom observations per school per month.

The tool is accompanied by an app that allows teachers, headteachers and AEOs to record and track progress.

The aim is to build a cycle of data collection (observation), action and evaluation, led by AEOs working with schools and teachers in their *markaz*.

As per their ToRs, AEOs are required to conduct at least two classroom observations per school per month.



Instructions for making a Classroom Observation Visit

Making a classroom observation visit involves 7 steps before, during and after the observation.

BEFORE THE OBSERVATION	
1	<p>Meet the headteacher (5-10 minutes)</p> <p>Tell the headteacher which teachers you plan to observe during the visit.</p> <p>Ask the headteacher if they have any concerns about the quality of teaching by the teachers to be observed, or if there is any aspect of their teaching you should focus on.</p> <p>Invite the headteacher to join you for the observation.</p>
2	<p>Find out about the lesson you will observe (5 minutes)</p> <p>Ask the teacher to describe the key intended Student Learning Outcomes for the lesson.</p> <p>Ask the teacher to give you a <i>verbal summary</i> of the lesson you are going to observe. Share prompts such as 'Then what will happen...' or 'What will you do next?' Try to get the teacher to describe the key steps (not the detail) in the lesson you are going to observe. If she has a lesson plan look at that too. Do not make any suggestions about the lesson plan – just listen.</p> <p>Ask the teacher how long she thinks the lesson will be.</p> <p>Make a note of that and plan the timing of the three 'time on learning' snapshots accordingly.</p> <p>If you arrive after the lesson has started, wait until the next lesson.</p>
DURING THE OBSERVATION	
3	<p>Observe the lesson</p> <p>Sit near the back of the classroom so that you can see what is happening and switch your phone to silent.</p> <p>Start the observation when the lesson starts. Start your timer.</p> <p>If you arrive and the lesson has started, wait until the next lesson starts.</p> <p>You should observe the whole lesson. For example, if the duration of the lesson is 20 minutes, observe for 20 minutes. If the duration of the lesson is 45 minutes, observe for 45 minutes.</p> <p>Be a quiet observer. Try not to interfere in the lesson or help the teacher or speak to children.</p> <p>Record time on learning three times during the lesson. For example, in a 30-minute lesson this could be at 5, 15 and 25-minute intervals.</p> <p>Make detailed notes about what you see in your notebook.</p> <p><u>Do not</u> fill in the form while you are doing the observation.</p>

AFTER THE OBSERVATION

4

Complete the observation form (10 minutes)

If the headteacher conducted the observation with you, discuss your observations together.
Review your notes and record scores in pencil on the paper copy of the form.

5

Discuss the lesson with the teacher (20 minutes)

Find a quiet place away from students and other teachers to have a conversation about what you observed. You might need to wait until break time or lunchtime if the teacher is busy. Or the teacher could give an assignment for students to do while the post observation discussion takes place.
Ask questions and guide a conversation to help the teacher identify action that will improve their teaching. You might also give examples or do a demonstration.
Conclude by helping the teacher summarise the action she is going to take to improve her teaching practice.
Thank the teacher again for her participation this process of professional development.

6

Complete the form (10 minutes)

Remember to record which actions the teacher will focus on improving and the advice you have given to improve on the paper copy of the COT form.
Obtain the signature of the teacher and then headteacher on the paper copy of the form.
Take photographs of the form for your record so that you can upload data to the app later (2 photos – one of each page).
Check that the photos are clear.
Leave the paper copy of the completed Classroom Observation Tool with the headteacher. They should keep the form in their records.

7

Upload data to the app (10 minutes)

Upload the photographs of the completed observation form - 2 photos in total.
After your visit, upload required data to the app. (The photos serve as a record. They contain all the data you need to upload to the app.)
Please ensure that you upload the observation data on the same date as your classroom observation.

Classroom Observation Tool

PART 1: PRE-OBSERVATION										
School name						School code				
Name of teacher to be observed						Teacher CNIC				
Observer designation (circle one)		AEO	Headteacher	Teacher		Name of observer				
Date of visit					Start time of visit			Visit end time		

PART 2: CLASSROOM OBSERVATION											
Subject observed	Urdu	Math	LitNum	English	Science	Social Studies	Islamiat	General Knowledge	Grade observed	1	2
										3	4

Based on evidence recorded in your notes made during the observation, rank the teacher on each practice (5 is high, 1 is low)	1	2	3	4	5
1. The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives.					
2. The teacher's explanation of content is clear and correct.					
3. The teacher makes connections that relate to students' daily lives or other content knowledge.					
4. The teacher models by enacting, thinking aloud or showing a final product expected of the students.					
5. The teacher uses questions, prompts or other strategies to determine students' level of understanding.					
6. The teacher monitors most students during independent or group work.					
7. The teacher adjusts teaching to the level of the students.					
8. The teacher provides specific comments to help students clarify misunderstandings and understand successes.					
9. The teacher asks thinking questions.					
10. The teacher provides thinking tasks.					
11. The teacher responds to students' needs.					

Time on Learning									
	1 st interval			2 nd interval			3 rd interval		
Students are engaged in a learning activity (Circle one rating at each interval)	L	M	H	L	M	H	L	M	H
Duration of the lesson observed (circle one):									
Less than 20 minutes		21-30 minutes		31-40 minutes		More than 40 minutes			

PART 3: POST-OBSERVATION DISCUSSION

Practices to improve (select two practices)

Practice _____	Actionable feedback to the teacher:
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Practice _____	Actionable feedback to the teacher:
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Any other urgent observations/action required

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Duration of the discussion (circle one):	10 minutes or less	11-20 minutes	21-30 minutes	More than 30 minutes
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Teacher signature and date:		Headteacher signature and date:		AEO signature and date:	
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Scoring Rubric for the Classroom Observation Tool with Examples

The rubric describes the practice at three levels, low, medium and high. Note that the rating scale in the classroom observation tool allows observers to rate the practice from 1(low), 2 (medium low), 3 (medium), 4 (medium high) and 5 (high).

	Low (1)	Medium (3)	High (5)
1. The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives.	<p>The teacher does not state the lesson objective(s), nor can an objective be guessed from the lesson activities.</p> <p><i>For example: The teacher asks students to take turns reading a text about planting and harvesting crops. S/he then spends the rest of the lesson discussing farming and the specific processes involved. The teacher does not state a lesson objective, and it is difficult to infer a lesson objective from the activities as the objective could be developing oral reading fluency, developing vocabulary, or learning about agriculture.</i></p>	<p>The teacher either explicitly states a broad lesson objective (the topic) OR the objective is not explicitly stated but can be inferred from the lesson activities.</p> <p><i>For example: The teacher says, "Today we're going to learn about multiplication," without further specification.</i></p> <p>OR</p> <p><i>The lesson activities help children learn to do multiplication, but this is not explicitly articulated by the teacher.</i></p>	<p>The teacher explicitly states a specific learning objective for this lesson (not just the topic) AND the lesson activities closely align to the lesson objective(s).</p> <p><i>For example: At the start of class the teacher states, "Today we're going to practice multiplying two double digit numbers" or "Today we are going to learn how to use a thermometer to measure temperature'.</i></p> <p>AND</p> <p><i>Lesson activities are clearly linked to achieving the learning objective.</i></p>
2. The teacher's explanation of content is clear and correct.	<p>The teacher's explanations of the content are confusing or incorrect or content is simply not explained.</p> <p><i>For example: The teacher uses too many technical terms without explaining what s/he means and/or may explain ideas without a logical order or connection. Moreover, the teacher may say, "A fraction is a combination of a numerator and denominator, without saying what either of those words mean. Alternatively, the teacher may not provide any explanation of content.</i></p>	<p>The teacher's explanations of the content, when they occur, are correct and somewhat clear.</p> <p><i>For example: While reading a story, the teacher identifies difficult words and defines them, but does not relate them to what is happening in the story.</i></p>	<p>The teacher's explanations of content are clear, correct and easy to understand. The teacher makes sure to explain meaning of technical terms; the explanations are logical and may be accompanied by graphic representations or examples.</p> <p><i>For example: In a lesson on fractions, the teacher provides a clear and thorough definition of a fraction, including defining "numerator" and "denominator." S/he has drawn several fractions on the board as examples.</i></p>

<p>3. The teacher makes connections that relate to other content knowledge or students' daily lives.</p>	<p>The teacher does not connect what is taught to other content knowledge or to students' daily lives.</p> <p><i>For example: During a lesson on fractions the teacher uses a picture of a cake and divides it into fourths but does not make a connection to students' experience with slicing cake. Alternatively, the teacher says, "Remember, yesterday we learned about whole numbers? Today, we are going to learn how to add fractions."</i></p>	<p>The teacher attempts to connect the lesson to other content knowledge or to student's daily lives but the connections are sometimes unclear.</p> <p><i>For example: When introducing a lesson on fractions, the teacher says, "When we cut a cake, we use fractions" and go on to explain fractions. The connection to students' lives is superficial and nonspecific. Alternatively, the teacher says, "Remember yesterday we learned the rules for adding whole numbers? Now we are going to use those rules and apply them to adding fractions." However, when explaining how to add fractions, the teacher does not link the rules back to the rules for adding whole numbers.</i></p>	<p>The teacher meaningfully connects the lesson to other content knowledge or to student's daily lives.</p> <p><i>For example: When teaching a class on fractions, the teacher relates the content to students' experiences by asking, "Have you ever had to share an apple or bar of chocolate with a friend? When I cut an apple into two equal size parts, each part is called a half.</i></p> <p><i>The teacher connects the lesson to a prior lesson by saying, "Remember yesterday when we learned about halves? We learned that when we cut an apple in half, we make two equal size pieces. Today we will learn about making four equal size pieces called quarters." The connection between the current lesson and other content knowledge and/or students' daily lives is clear.</i></p>
<p>4. The teacher models by enacting or thinking aloud or by showing a final product expected of the students.</p>	<p>The teacher does not model.</p>	<p>The teacher partially models the learning activity.</p> <p><i>For example: In an English class where the objective of the activity is to write a paragraph, the teacher only demonstrates how to write a topic sentence.</i></p> <p><i>In a math class, the teacher shows (enacts) how to draw a bar graph but does not clarify how s/he extracted the data from the text to create the bar graph.</i></p>	<p>The teacher completely models the learning activity by enacting or demonstrating all parts of the procedure and/or by thinking aloud.</p> <p><i>For example: The teacher demonstrates how to calculate area. She shows how to calculate the area of the blackboard. She describes each step in the process starting with measuring the length and breadth of the board, writing down the measurements, then multiplying them and then deciding what unit of measurement to use to express area (enactment of a procedure).</i></p> <p><i>The teacher gives an exercise from the textbook. It requires children to organise a set of numbers in order of size. Before they start, she writes a different set of numbers on the board. She works with the whole class to organise the set of numbers into a list. She explains that she is starting with the smallest</i></p>

			<p>number and as children tell the answers she completes the list. The teacher draws attention to the list – smallest to biggest – and how to lay it out. Then she asks them to do the exercise in the textbook.</p> <p>A child is struggling to read a word in a sentence. The teacher models a strategy for reading the word. Talking to herself, she identifies the letters in the word, then she looks at the picture in the book then she reads the word.</p>
<p>5. The teacher uses questions, prompts or other strategies to determine students' level of understanding.</p>	<p>The teacher either does not ask questions/prompt students at all OR when s/he does, the class responds in synchrony, which is accepted without further clarifying for understanding.</p> <p><i>For example: When explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond in unison, "Yes, we have." Another example is that the teacher inquires, "This is correct, right?" after completing a problem set. The class or an individual student replies, "Yes, this is correct."</i></p>	<p>The teacher uses questions, prompts, or other strategies that are effective at determining only a few students' level of understanding.</p> <p><i>For example: The teacher asks, "What is 7+8?" Only a few students respond by raising their hand, a group from which the teacher calls upon 1 or 2 students to provide an answer. Alternatively, the teacher asks the question but does not ask students to raise their hands in response and simply allows students to willingly volunteer their answers.</i></p>	<p>The teacher uses questions, prompts or other strategies that are effective at determining most students' level of understanding.</p> <p><i>For example: The teacher says, "Please put your hand up if you agree with this statement: Equilateral triangles have equal angles." The teacher also asks students to demonstrate their knowledge by having all students share their answers, e.g., by asking each student to read out the sentence s/he wrote using past tense verbs.</i></p>
<p>6. The teacher monitors most students during individual or group work.</p>	<p>The teacher does not monitor students when they are working independently or in groups.</p> <p><i>For example: The teacher sits at his/her desk or remains standing in front of the class when students are working.</i></p>	<p>The teacher monitors some students when they are working independently or in groups to check their understanding.</p> <p><i>For example: The teacher observes some student work for accuracy, clarifies concepts, or asks questions.</i></p>	<p>The teacher systematically monitors most students by circulating the classroom and approaching individual students or groups to check their understanding.</p> <p><i>For example: When students are working, the teacher walks around the classroom, making sure to approach students or groups in a systematic way. The teacher observes most students' work, clarifies concepts, and asks questions.</i></p>

<p>7. The teacher adjusts teaching to the level of the students.</p>	<p>The teacher does not adjust teaching for students. Content is either too easy or too difficult for most if not all students.</p>	<p>The teacher adjusts teaching for some students but there are still some students for whom content is too easy or too difficult.</p> <p><i>For example: As students complete an alphabet worksheet, the teacher notices they are not dotting their 'i's. In response, s/he briefly reminds the class to dot their 'i's.</i></p>	<p>The teacher differentiates teaching, adjusts content and is teaching at the right level for <i>all</i> students.</p> <p><i>For example: As students complete an alphabet worksheet, the teacher notices they are not dotting their 'i's. In response, s/he briefly stops the activity and reviews the differences between capital and lower case 'i's before continuing with the alphabet activity. Alternatively, if the teacher notices that a student has already completed the worksheet, s/he may give that student another activity to complete while waiting for the rest of the class.</i></p>
<p>8. The teacher provides specific comments to help students clarify misunderstandings and understand successes.</p>	<p>The teacher either does not comment or gives simple, evaluative statements (e.g. "That is incorrect")</p> <p><i>For example: When a student answers a teacher's question incorrectly, the teacher responds by saying, "That is not the correct answer," and moves on.</i></p>	<p>The teacher makes some specific comments and draws attention to misunderstandings, but the comments are superficial.</p> <p><i>For example: In a math class, the teacher says, "You forgot to include the negative sign," without providing further information or prompts.</i></p>	<p>The teacher consistently provides students with specific, timely comments about their work. These comments provide substantive information about what the students did well and/or help clarify students' misunderstandings.</p> <p><i>For example: If students are writing stories the teacher may say, "You do a good job getting the reader interested in this paragraph when you write 'no one knew what would happen.' This sentence makes me want to read more." Moreover, the teacher may highlight some students' work and say to the class "Look at the work of this classmate, see how s/he used the number line to solve this subtraction problem?" And then proceeds to explain how s/he solved it.</i></p>

<p>9. The teacher asks thinking questions.</p>	<p>The teacher asks questions that demand a simple yes/no answer or the recall of facts.</p> <p><i>For example: The teacher asks, "Who is the main character in this story?" or "Which is greater, -2 or -6?"</i></p>	<p>The teacher asks questions that require more than recall or a simple yes/no answer.</p> <p><i>For example: The teacher asks, "Why was the character unhappy? What makes you think that?" OR "Why is -2 greater than -6?" And then asks, "How do you use the number line to determine if -8 or -4 is greater?"</i></p>	<p>The teacher asks questions throughout the lesson to promote high level thinking.</p> <p><i>For example: The teacher reads a story to the class and asks a student, "What do you think happens next?"</i></p> <p><i>In a math class, the teacher asks, "How do you know -2 is greater than -6?" After the student responds, the teacher follows up by asking, "What would happen if the numbers were positive?" Later in the lesson, the teacher asks, "How do you use the number line to determine if -8 or -4 is greater?"</i></p>
<p>10. The teacher provides thinking tasks.</p>	<p>The teacher does not provide thinking tasks. Classrooms with no thinking tasks include those where students simply listen to the teacher or perform rote tasks.</p> <p><i>See definitions of thinking tasks</i></p>	<p>The teacher provides low level thinking tasks. Low level thinking tasks are tasks such as matching sets of items, identifying concepts or key pieces of information, and comparing characteristics.</p>	<p>The teacher provides high level thinking tasks. High level thinking tasks are tasks such as making predictions, identifying patterns, explaining thinking, making connections, interpreting information, applying learning in new situations.</p>
<p>11. The teacher responds to students' needs.</p> <p>Needs refers to needs that are expressed by students e.g. a student says 'Please Miss, can I get some water?' Needs also refers to physical needs observed by teachers as in the example of a student who needs a pencil, It doesn't refer to learning needs or emotional needs.</p>	<p>The teacher is not aware of students' needs OR does not address the problem at hand</p> <p><i>For example: A student may not have the required supplies for the lesson, and the teacher does not notice or sees it and ignores it. Alternatively, a student may not be able to see the blackboard but the teacher does nothing.</i></p>	<p>The teacher responds to students' needs but may not address the problem at hand.</p> <p><i>For example: A student may be upset because s/ he does not have a pencil, and the teacher asks another child to share his/her pencil, but s/he refuses. The teacher carries on with the lesson without solving the problem. Or the child cannot see the blackboard so the teacher tells the child to move but does not check that in the new position they can now see.</i></p>	<p>The teacher promptly responds to students' needs in a way that specifically addresses the problem at hand.</p> <p><i>For example: If a student does not have a pencil, the teacher allows the child to borrow one from his/her spare pencil box. If a student cannot see the blackboard, she suggests a new place for them to sit, asks other students to make space and makes sure that after the move, everyone can see the board.</i></p>

Scoring Rubric for Time on Learning

	Low	Medium	High
Students are engaged in a learning activity.	6 or more students are not engaged in a learning activity	3-5 students are not engaged in a learning activity	All students are engaged in a learning activity (except perhaps one or two students)

Definitions of Terms used in the Rubric

Learning and non-learning activities

Learning activities	This includes any activity that is related to class content, independent of its quality. For example, learning activities can include a teacher lecturing, small group/team work, or students working on a worksheet or reading independently. Note that if the teacher leaves the classroom, but has provided students with a learning activity, this would still count as a learning activity.
Non learning activities	This includes any activity that is not related to class content, including activities related to classroom management such as taking attendance or disciplining students or any other activity that leaves students waiting. For example, when the teacher is silently writing on the board without asking students to copy. Other examples of non-learning activities include: when a teacher takes attendance, s/he may read the children's names individually; when there are misbehaviours, s/he may stop the lesson to redirect student misbehaviour; when there are outside disruptions, s/he may stop teaching to see what is going on; when checking homework, s/he may check each student's homework individually, while the other students wait with nothing to do. In addition, basic classroom processes may be prolonged, such as transitioning to a new activity, getting materials ready for a lesson, or completing administrative tasks.

Examples of Thinking Tasks

Examples in a Literacy Lesson

	Low	Medium	High
Learning to read	Students repetitively read the alphabet.	Students match photos to a letter. For example, different letters are written on the board. The teacher calls students up one at a time and gives them an image of a piece of fruit. S/he says, "What piece of fruit do you have? Think, what is the first letter of the name of your fruit and put your picture on the board under the appropriate letter."	The teacher has several short words written on the board. S/he reads "cat" while pointing at the letters and asks students what would happen if they changed the first letter to "p" or "s." Then s/he asks them to choose a word and see what happens if they change the first letter.
Reading comprehension	Students take turns reading a story or simply listen to the teacher read a story.	After reading a story, the teacher writes a series of questions on the board that students need to answer independently. These questions ask students to identify key aspects of the story, such as the protagonist, the setting, and the sequence of events.	After reading a story, the teacher says, "Now I want you to predict what might happen next in the story. Write down what you think would happen next and then share with your neighbour when you're done."

Learning to write	Students repetitively write example sentences.	The teacher asks students to write sentences where the focus is on a specific sentence structure using a list of specific verbs or nouns.	Students are asked to analyse 3 different sentences by listing the similarities and differences between the sentence structures and to explain why using one sentence structure is better than another.
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Examples in a Mathematics Lesson

	Low	Medium	High
Learning about numbers	The teacher has students memorize numbers 1–100.	Students compare numbers based on size and organize them by descending or ascending order. For example, the teacher writes 8, 29, 72, 63, and 7 on the board. S/he tells students to write the numbers in ascending order. Alternatively, the teacher tells students, "Look at this set of numbers: 2, 5, 10, 19, 24. Write down in 2 columns which are even numbers and which are odd numbers."	The teacher puts sequences of numbers on the board and has students find the patterns. For example, the teacher writes the following 3 number sequences on the board: 3, 13, 17, 23; 6, 15, 24, 30, 36; and 4, 12, 28, 32, 40. S/he then tells students to identify what each group has in common.
Learning about subtraction	Students listen to the teacher explain the concept and then copy the examples from the board.	The teacher explains the process of subtraction. She then asks students to complete several subtraction problems (e.g., "What's 10-5?") and to write their answers in their notebooks.	The teacher explains the process of subtraction. The teacher then writes a "menu" on the board including prices. The teacher has students imagine they have \$20 and asks them to figure out how much change they would receive from buying different items.
Learning about data	Students listen to the teacher explain the concept and then copy the examples from the board.	In a lesson on bar graphs, the teacher uses a chart of numbers and draws a bar graph showing the class's favourite foods. S/he then asks students, "Which bar is tallest? Which bar is the shortest?"	In a lesson on bar graphs, the teacher draws a bar graph showing the class's favourite foods. S/he then asks students to work in pairs to interpret the information to identify and rank foods from the most preferred to the least preferred. S/he then tells them to calculate how many more students prefer the most preferred compared to the least preferred food.

<p>Learning about fractions</p>	<p>Students are told to repeat the definition of a fraction to their neighbour.</p>	<p>In a lesson on fractions, students are given pieces of paper cut into various shapes and are instructed to fold the paper into various shapes that represent fractions. The teacher shows them how to fold into various fractions and then, having them work in pairs, says, "One of you will fold your paper into 1/5, the other will fold your paper into 1/3. Then, whoever has the larger fraction should stand up."</p>	<p>The teacher tells students to fold a piece of paper into sixths. Then s/he says, "Colour in 3/6ths of your paper. Write down the fraction of the coloured part of the paper and see how many other fractions you can write that represent this area. What patterns do you identify among the fractions?"</p>
<p>Learning about geometry</p>	<p>The teacher calculates the area of 3 different rectangles on the board and has students copy the information in their notebooks.</p>	<p>After explaining how to find the area of a rectangle, the teacher draws a rectangle on the board, gives measurements, and has students use formulas they know to determine the area.</p>	<p>After learning how to find the area of a rectangle, students are asked to compute the area of the classroom, which is in the shape of a rectangle.</p>
<p>Solving word problems</p>	<p>The teacher writes a word problem on the board and shows students how to solve it.</p>	<p>The teacher writes a word problem on the board and shows students how to solve it. The teacher then gives students a set of word problems to solve.</p>	<p>The teacher writes a word problem on the board and shows students how to solve it. The teacher then gives students a set of word problems to solve. The teacher calls on students to explain how they solved the different problems.</p>