**USAID/Uganda Literacy Achievement and Retention Activity - Lesson Observation Tool**

|  |
| --- |
| **District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CC\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_EMIS Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Teacher’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Male/Female\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Name and title of Support Supervisor :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date of Supervision Visit :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |
| --- |
| **Pre-Observation (*complete this before the lesson begins with information from the head teacher and/or teacher*)** |
| 1 | Class to be observed: a. 🞏 P3  |
| 2 | Lesson/learning area to be observed:  a. 🞏 Literacy1 b. 🞏 Literacy 2 c. 🞏 English |
| 3 | Language school uses for instruction in P1-P4:  a. 🞏 Luganda b. 🞏 Runyankore – Rukiga c. 🞏 Runyoro – Rutooro d. 🞏 English e. 🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (Specify)  |
| 4 | Was the teacher trained in the USAID/RTI early grade reading methodology?a. 🞏 Yes b. 🞏 No**If NO and is the appropriate class teacher, why didn’t he/she attend training?** |
| 5 | **a)** What term, week and day lesson **should** teacher be teaching? **Term:\_\_\_\_\_\_\_\_\_Week:\_\_\_\_\_\_\_\_Day:\_\_\_\_\_\_\_****b)** What term, week and day lesson **is** the teacher teaching? **Term:\_\_\_\_\_\_\_\_\_Week:\_\_\_\_\_\_\_\_Day:\_\_\_\_\_\_\_***If response for ‘b is different from ‘a’, explain* ***Why.*** |
| 6 | Ask to see teacher’s note book for support supervision. Is there information about **last term’s** classroom observations by the head teacher, Coordinating Centre Tutor and any other district officials? 🞏 Yes 🞏 NoSpecify who observed the teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Notes (other information in note book): |
| **Lesson plan review**1. Read through the teacher’s lesson plan, side by side with the Teacher’s Guide.2. Note areas where content has been added/omitted/skipped and changes he/she has made in the steps in teaching procedure. 3. Discuss with the teacher how he/she can better prepare and demonstrate the lesson steps in the teaching procedure.4. Check if the teacher summarizes the steps in the teaching procedure. Also check for clarity and presentation of instructions for learners. |
| 7 | (Page through the teacher’s planning book) How many literacy lesson plans were written for last week? 0. 🞏 1. 🞏 2. 🞏 3. 🞏 4. 🞏 5. 🞏 |

|  |
| --- |
| **Observation** |
| **Lesson starts: \_\_\_\_:\_\_\_\_ lesson ends: \_\_\_\_:\_\_\_\_ length of lesson \_\_\_\_\_\_\_\_\_\_\_\_\_minutes**Number of learners attending class: **Boys** \_\_\_\_\_\_\_\_**Girls** \_\_\_\_\_\_\_\_\_\_\_ (Ask boys to stand, count, then ask girls)Number of pupil books used in class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ***Day’s content (P1 – P3)***1. *Day 1 2. Day 2 3. Day 3 4. Day 4*
 |

|  |
| --- |
| ***Primary 3*** |
| ***Literacy 1*** |
| ***Day 1*** |
| **Does the Teacher…** | **FOCUS** | **CODING** 1. **NO 1. YES**
 |
| 256 | Model identifying and sounding out letter sounds in the vocabulary words | *Modelling* |  |
| 257 | Demonstrates blending syllables to form words | *Segmenting* |  |
| 257\_1 | Read the vocabulary words | *Individual practice* |  |
| 257\_2 | Read the title of the story | *Comprehension* |  |
| 257\_3 | Call on learners to say what they see in the picture in the book | *Learner Recall* |  |
| 257\_4 | Call on learners to predict what the story will be about (*learner can use the story title, illustration or prior knowledge*) | *Prediction* |  |
| 258 | Is teacher giving learners time to think about and respond to question before also giving predictions? | 1. Yes2. No3. Not applicable- this step was skipped |
| 258\_1 |  ask the guiding question | *Listening* |
| 259 | Demonstrate teaching the meaning of three vocabulary words | *Using activities* |  |
| 260 | Read the story as learners listen as well as tracking words in the story | *Learner Recall* |  |
| 264 | As learners read silently, select one learner and observe them. Do they: | 1. Read silently while pointing at the words2. Read silently without pointing3. Read in a quiet whisper4. Stare at the page without reading5. Look around/do something unrelated to reading6. Not applicable- this step was skipped |  |
| 261 | Guide learners to identify whether their predictions were correct [***full class***] | *Comprehension* |  |
| 262 | Call on learners to answer the guiding question after reading the story | *Learner Assessment* |  |
| 263 | discuss curriculum content related to the week’s theme | *Curriculum content* |  |
| ***Primary 3*** |
| ***Literacy 1*** |
| ***Day 2*** |
| **Does the Teacher…** | **FOCUS** | **CODING** 1. **NO 1. YES**
 |
| 266 | model identifying and sounding out letter sounds in the vocabulary words? | *Modelling* |  |
| 267 | Demonstrate blending syllables to form words | *Segmenting* |  |
| 268 | Reads the formed word from syllables | *Grammar* |  |
| 268\_1 | Call on learners to compose meaningful sentences using the formed words | *Learner assessment* |  |
| 268\_2 | Reads the title of the story |  |  |
| 269 | Call on learners to compose meaningful sentences using the week’s vocabulary words | 1. Yes2. No3. Not applicable- this step was skipped |
| 271 | Demonstrate reading the story fluently | *Fluency* |  |
| 272 | Ask learners to read to each other in pairs | *Individual Practice* |  |
| 273 | As the learners read in pairs, select one learner near you and watch them. Are they:  | 1. Sitting silently 2. Saying correct words while pointing in the right place 3. Saying correct words while pointing in the wrong place/not pointing4. Saying wrong words5. Talking/doing something unrelated to lesson 6. Mouthing words silently7. Not applicable- this step was skipped |
| 274 | Call on learners to answer the ***In the Text***Questions | *Learner Assessment* |  |
| 275 | Call on learners to answer the ***In My Mind***Questions | *Learner Assessment* |  |
| 276 | discuss curriculum content related to the week’s theme | *Curriculum content* |  |
| 277 | How many learners raise their hands/volunteer to answer? | 1. Most2. Roughly half3. Few4. 1-2 learners5. None6. Step was skipped- not applicable |
| ***Primary 3*** |
| ***Literacy 1*** |
| ***Day 3***  |
| **Does the Teacher…** | **FOCUS** | **CODING** 1. **NO 1. YES**
 |
| 278 | model identifying and sounding out letter sounds in the vocabulary words? | *Modelling* |  |
| 278\_1 | Demonstrates blending syllables to form words | *Segmenting* |  |
| 278\_2 | Reads the formed word from syllables | *Grammar* |  |
| 278\_3 | Call on learners to compose meaningful sentences using the formed words | *Learner assessment* |  |
| 278\_4 | Demonstrates blending syllables and reading words with a focus on the changing sound part in a word | *Grammar* |  |
| 279 | Ask individual learners to blend syllables | *Direct Instruction* |  |
| 280 | Ask individual learners how the word changes when the segment is added. | *Learner Assessment* |  |
| 281 | Demonstrate composing a meaningful sentence using the week’s vocabulary word | *Vocabulary & Comprehension* |  |
| 282 | Ask individual learners to compose meaningful sentences using the week’s vocabulary words | *Vocabulary & Comprehension* |  |
| 283 | Is teacher giving individual learners feedback on their spelling practice?  | 1. Yes2. No3. Not applicable- this step was skipped |
| 284 | How many learners does the teacher give individual feedback to? | 1. None2. 1-23. 3-54. 6+5. Not applicable- this step was skipped |
| 285 | discuss curriculum content related to the week’s theme | *Curriculum content* |  |
| ***Primary 3*** |
| ***Literacy 1*** |
| ***Day 4*** |
| **Does the Teacher…** | **FOCUS** | **CODING** 1. **NO 1. YES**
 |
| 286 | model identifying and sounding out letter sounds in the vocabulary words? | *Modelling* |  |
| 286\_1 | Demonstrates blending syllables to form words | *Segmenting* |  |
| 286\_2 | Reads the formed word from syllables | *Grammar* |  |
| 286\_3 | Call on learners to compose meaningful sentences using the formed words | *Learner assessment* |  |
| 286\_4 | Demonstrate blending syllables and reading words with a focus on the changing grammar aspect in the sentence | *Grammar* |  |
| 287 | Is the teacher describing how the grammar aspect influences the meaning of a sentence? | 1. Yes2. No3. Not applicable- this step was skipped |
| 289 | Ask individual learners to organize words and create new sentences following the week’s grammar aspect | *Learner Assessment* |  |
| 290 | discuss curriculum content related to the week’s theme | *Curriculum content* |  |
| 291 | Is teacher giving individual learners feedback on their sentence composition practice?  | 1. Yes2. No3. Not applicable- this step was skipped |
| 292 | How many learners does the teacher give individual feedback to? | 1. None2. 1-23. 3-54. 6+5. Not applicable- this step was skipped |
| ***Primary 3*** |
| ***Literacy 2*** |
| ***Day 1*** |
| **Does the Teacher…** | **FOCUS** | **CODING** 1. **NO 1. YES**
 |
| 293\_1 | Identify and explain the elements in the writing organizer? | *Planning writing* |  |
| 293 | Model brainstorming ideas for writing | *Modelling Planning* |  |
| 294 | Ask learners to make up story ideas - in small groups *[****full class****]* | *Modelling Planning* |  |
| 295 | As learners work in groups, select one small group to observe. Are they: | 1. Discussing ideas, most group members talking2. Discussing ideas, 1-2 learners talking3. Discussing things unrelated to the lesson or the teacher’s ideas4. Sitting quietly5. Not applicable- this step was skipped |
| 296 | Ask individuals in groups to share ideas with the full class | *Planning Writing* |  |
| 297 | Model thinking aloud, selecting one story idea and using it to fill the Writing Organizer | *Modelling Planning*  |  |
| 298 | Ask learners to select one story idea and use it to fill in their own Writing Organizer | *Learner Assessment* |  |
| 299 | As learners fill their writing organizer, select one learner to observe. Are they: | 1. Copying what the teacher has written on the chalk board.2. Using their own story idea and filling in their Writing Organizer3. Copying form another learner4. Writing something that is totally not related to their story idea5. Not writing at all6. Not applicable- this step was skipped |
| ***Primary 3*** |
| ***Literacy 2*** |
| ***Day 2*** |
| **Does the Teacher…** | **FOCUS** | **CODING** 1. **NO 1. YES**
 |
| 300\_1 | Reviews the elements/content in the writing organizer | *Individual practice* |  |
| 300 | Model using ideas in the writing organizer to draft own story | *Modelling Drafting* |  |
| 301 | Ask learners to use ideas in the writing organizer to draft own story *[****full class****]* | *Modelling Drafting* |  |
| 302 | Tell learners to write a rough draft of their text in their exercise books | *Individual Practice* |  |
| 303 | As learners work, select individuals to observe. Are they: | 1. Organizing ideas, deciding on what to include or leave out when drafting own story 2. Writing something totally unrelated to their ideas in the writing organizer3. Copying teacher’s draft from the chalkboard 4. Not applicable- this step was skipped |
| 304 | Move around the room helping learners | *Learner Assessment* |
| 305 | Look at one learner’s exercise book- are there ideas that were brainstormed and one that was selected to be used in the writing organizer?  | 1. Yes2. No3. Not applicable- no exercise books |
| 306 | Call on individual learners to share their drafts with a partner | *Individual Practice* |  |
| 307 | Ask 1-2 individual learners to read their drafts to the class | *Learner Assessment* |  |
| ***Primary 3*** |
| ***Literacy 2*** |
| ***Day 3*** |
| **Does the Teacher…** | **FOCUS** | **CODING** 1. **NO 1. YES**
 |
| 308 | Model revising and making own story text interesting  | *Modeling Revising* |  |
| 309 | Model using the assessment tool to evaluate own story text to improve on sequencing of ideas, tense, character and tense | *Modeling Revising*  |  |
| 310 | Support learners in pairs to review own story texts and make the necessary revisions | *Individual Practice* |  |
| 311 | Does the teacher give learners time to evaluate their story texts and make revisions? | 1. Yes2. No3. Not applicable- step was skipped |
| 312 | Call on individual learners to find a partner to read through their drafts ad identify revisions they can make  | *Partner Assessment*  |  |
| 313 | Asks learners to revise their story texts independently  | *Individual Practice* |  |
| 314 | Move around the room observing learners and providing feedback | *Learner Assessment* |  |
| 315 | As learners work individually, select few learners to observe. Are they: | 1. Making the revising their story text edits 2. Not evaluating own work3. Sitting quietly4. Not applicable- this step was skipped |
| 316 | Call on individual learners to read their revised story text quietly to their partner | *Individual practice* |  |
| ***Primary 3*** |
| ***Literacy 2*** |
| ***Day 4*** |
| **Does the Teacher…** | **FOCUS** | **CODING** 1. **NO 1. YES**
 |
| 317 | Model using the mini-lesson to edit own text | *Modelling Revising*  |  |
| 318 | Models editing own story text for spelling, capitalization and any other punctuation errors  | *Revising Writing* |  |
| 319 | Tell learners to reread own story and use the mini lesson to make the necessary edits | *Individual Practice* |  |
| 320 | Does the teacher give learners time to suggest answers before completing the exercise? | 1. Yes2. No3. Not applicable- step was skipped |
| 321 | Move around the room helping learners | *Learner Assessment* |  |
| 322 | As learners work individually, select few learners to observe. Are they: | 1. Making the necessary edits 2. Not editing own work3. Sitting quietly4. Not applicable- this step was skipped |
| **Instructional practices** |
| **Throughout the lesson, did the teacher:** | **FOCUS** | **CODING**1. **NO 1. YES**
 |
| 323 | Model the activity before asking the learners to do it. | *Modelling* |  |
| 324 | Use different activities to teach blending and segmenting of sounds, syllables and words e.g. sound games | *Phonics* |  |
| 325 | Supports learners to apply what they have been taught and supports them to put into practice the skill he/she has taught  | 1. Sound knowledge and application (PA)2. Individual/ groups of letters-sound correspondence (AP)3. Meaning of words (V)4. Reading with speed, accurately and with appropriate expression (F)5. Making meaning out of a printed text (C)6. Following teacher’s guidance through the five step process of creative story composition (W) |
| 326 | Use locally available materials to supplement the lesson content | *Supplementary materials* |  |
| 327 | Learners were reading from textbook/printed material | 1. All or most of the learners2. Half of the learners3. Less than half of the learners4. Few/None of the learners |
| 328 | From all the learner observations done during the lesson, were the learners actively participating in the lesson | *Learner engagement* |  |
| 329 | Record learners progress in the **CAM** form | *Learner assessment* |  |
| 330 | Provides formative feedback throughout the lesson | 1. Makes it clear to the learner if the answer is right or wrong2. Explains which part of the answer is right and which is wrong3. Explains to the learner how to make the wrong answer right4. Doesn’t provide feedback |