# Remedial Instruction Action Research Tool

**Research Questions**: 9

**Item count:**

*Demographics*: 8 (other information to be merged in from *Lesson Observation Tool for P1-P4* being completed during observation)

*Implementation of in-class assessment and grouping*: 12

*Implementation of group-based instruction*: 11

*Teacher perceptions of remediation approach*: 8

**Total**: 16

**Modality of administration**

This instrument could be rendered very simply in Tangerine. Some of its features would lend themselves better to Tangerine than to paper/pen; in other cases it is the contrary. I would recommend that these items either

1. be noted entirely using paper/pen and then transferred rapidly into Tangerine thereafter, or
2. be split into items that get wrapped around the existing Tangerine-based versions of the *Lesson Observation Tool for P1-P4* instruments, with enumerators trained to track some of these items on a sheet of paper during the observation and then transfer them later.

Prior to beginning the observation, please make sure you have available the following resources:

1. Teacher Guide (updated for T1, original for T2-T4)
2. A notebook in which to take notes on the observation
3. A writing utensil
4. A tablet with which to record lesson observations

Text to be read aloud to the teacher will be in **boldfaced blue** type.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **RQ** | **#** | **item\_prompt** | | **item\_response** | | | |
| — | Demographics | | | | | | |
|  | *Instructions*  Record the 8-character unique identifier generated by the tablet at the beginning of the lesson observation form. Please verify it has been transcribed exactly as shown on the tablet. | | |  | | | |
|  | 0.1 | **[obs\_id]** | unique identifier | **[a-z0-9]{8}** | | | |
|  | 0.2 | **[obs\_date]** | date of observation | **YYYY** | **MM** | **DD** | |
|  | 0.3 | **[tx\_status]** | school’s treatment status | [Treatment 1] **[1]**  [Treatment 2] **[2]**  [Treatment 3] **[3]**  [Treatment 4] **[4]** | | | |
|  | 0.4 | **[grade]** | Grade | [Primary 3] **[3]** | | | |
|  | 0.5 | **[School Location list]** | School Name | [Location list] | | | |
|  | 0.6 | **[Name]** | Teacher Name | [*open field*] | | | |
|  |  |  |  |  | | | |
| 1 | Implementation of in-class assessment and grouping | | | | | | |
|  | *Instructions*  Please fill out this form prior to observing the remedial program lesson by a teacher. Use the same form both for past events you are recording from the teacher’s logbook and for a current event you are observing. Additional items to be completed will be revealed or hidden based on your responses. | | | | | | |
|  |  | In preparation for the remedial instruction, the teacher… | | **[1]** | **[0]** | | |
|  | 1.1 | **[metParents]** | engaged with parents of the children identified to participate in the remedial instruction and got their pledge to support their children’s reading practice | [Yes] | [No] | | |
|  | 1.2 | **[designatedVenue]** | designated a time and venue for the remedial instruction | [Yes] | [No] | | |
|  | 1.3 | **[definedBenchmarks]** | defined benchmarks to be used to categorize pupils based on ability levels | [Yes] | [No] | | |
|  | 1.4a | **[assessmentTool]** | developed an assessment tool | [Yes] | [No] | | |
|  | 1.4b | **[assessmentRecords]** | *if assessmentTool==1;*  assessed pupils and recorded results in the rapid assessment recording sheet | [Yes] | [No] | | |
|  | 1.5 | **[groupedPupils]** | grouped pupils in not more than 3 distinct levels i.e. Level1 - letter stage, Level2 - word and paragraph stage and Level3 - story stage | [Yes] | [No] | | |
|  | 1.6a | **[plannedRemedialContent]** | developed lesson content for each ability level | [Yes] | [No] | | |
|  | 1.6b | **[remedialSchedule]** | *if plannedRemedialContent==1;*  developed a remedial schedule showing weekly specific programs for each ability group | [Yes] | [No] | | |
|  | 1.7 | **[reAssessedPupils]** | reassessed pupils after two weeks and revised instruction accordingly | [Yes] | [No] | | |
|  | 1.8 | **[recordImprovement]** | *if reAssessedPupils==1;*  recorded improvement of the pupils | [Yes] | [No] | | |
|  | 1.9 | **[preparedStoryCards]** | provided appropriate level story cards for pupils to take home | [Yes] | [No] | | |
|  | 1.1 | **[pupilsPlacedInGroups]** | placed pupils in distinct groups | [Yes] | [No] | | |
|  | 1.2 | **[pupilsAssessedDuringLesson]** | Conducted individual assessments of pupils | [Yes] | [No] | | |
| 2 | Implementation of group-based instruction | | | | | | |
|  | *If pupilsPlacedInGroups==1:* | | |  |  | | |
|  | 2.0 | **[levelObserved]** | level being observed | Level 1 [1]  Level 2 [2]  Level 3 [3] | | | |
|  |  | *begin Stallings loop*  Instructions  Set a timer to go off every 3 minutes. When the timer goes off, look around the room and mark all items that apply from the following list. *Record on paper* | |  |  | |  |
|  | 2.1.XX | The primary activity taking place involves… |  |  |  | |  |
|  |  | **[timeUsageIndividuals]** | Individuals | **[x]** | | | |
|  |  | **[timeUsageSmallGroups]** | small groups | **[x]** | | | |
|  |  | **[timeUsageFullClass]** | full class | **[x]** | | | |
|  |  | *begin Stallings loop* | | | | | |
|  |  | During the remedial lesson, the teacher… | | **[1]** | **[0]** | | **[999]** |
|  | 2.2 | **[pupilsPlacedInGroups]** | placed pupils in distinct groups | [Yes] | [No] | | [N/A] |
|  | 2.3 | **[ensuresView]** | ensures pupils have a good view. Has pupils seating in a “C” or in a circle in order to get a clear view | [Yes] | [No] | | [N/A] |
|  | 2.4 | **[speaksClearly]** | speaks with proper intonation, diction and voice modulation for giving the correct modelling | [Yes] | [No] | | [N/A] |
|  | 2.5 | **[teacherProvidesInstructions]** | provides clear instructions for each group, clearly explaining how each activity is to be done | [Yes] | [No] | | [N/A] |
|  | 2.6 | **[teacherModelsDuringGroupWork]** | models […] | [Yes] | [No] | | [N/A] |
|  | 2.7 | **[teacherFeedbackGivenDuringGroupWork]** | gives specific formative feedback to the various groups of pupils | [Yes] | [No] | | [N/A] |
|  | 2.3 | **[teacherAssignsPracticeDuringGroupWork]** | assigns every group an activity to practice independently | [Yes] | [No] | | [N/A] |
|  | 2.8 | **[teacherObservesPupils]** | monitors and ensures each pupil does “you do” phase on their own. | [Yes] | [No] | | [N/A] |
|  | 2.10 | **[assessedPupils]** | assessed pupils | [Yes] | [No] | | [N/A] |
|  | 2.11 | **[practiceGroups]** | used the following types of practice to increase learner practice **[Multiple Response]** | One on one [1]  Individual work [2]  Pair work [3]  Small group [4]  Whole group [5]  None [0] | | | |
|  | 2.12 | **[celebratedSuccess]** | celebrated every success | [Yes] | [No] | | [N/A] |
| 3 | Teacher perceptions of remediation approach | | | | | | |
|  | *Instructions*  Following the lesson observation, meet with the teacher in a quiet area and pose the following questions.  + Statements to be read aloud are in **boldfaced blue** type | | |  | | | |
|  |  |  |  | **[1]** | **[0]** | | |
|  | 3.1 | **[teacherAssertsGroupingAssessment]** | **Have you assessed your pupils for the purpose of grouping them by ability?** | [Yes] | [No] | | |
|  | 3.2 | **[teacherAssertsPupilRegrouping]** | **Have any of your pupils moved from one ability group to another since you began using remedial instruction?** | [Yes] | [No] | | |
|  | 3.3 | **[teacherPerceptionOfEffort]** | **How would you describe the amount of effort required to provide this remedial instruction?** | 1. **Requires too much effort [1]** 2. **Requires moderate effort, but is NOT sustainable long-term [2]** 3. **Requires moderate effort, but IS sustainable long-term [3]** 4. **Requires minimal effort [4]** | | | |
|  | 3.4 | **[teacherPerceptionEffortWorthwhile]** | **If you have implemented this approach to remedial instruction, have you seen evidence in your pupils’ learning that it is worthwhile?** | 1. **Have not implemented [999]** 2. **Have implemented and seen evidence it IS worthwhile [1]** 3. **Have implemented, but have NOT seen evidence it is worthwhile [0]** | | | |
|  | 3.5 | **[recordsOfGroupingAssessmentAvailable]** | **Can you please show me your records of the assessments you did for the purpose of grouping the pupils by ability?** | 1. [Records made available for review] **[1]** 2. [Records NOT made available for review] **[0]** | | | |
|  | *If recordsOfGroupingAssessmentAvailable==1* | | |  | | | |
|  | 3.6 | **[assessmentRecordsAvailable\_ct]** | Review the pupil assessment records. Count the number of rounds of assessment available for more children. Record that number. | **[n]** | | | |
|  | 3.7 | **[classEnrolment]** | How many pupils are enrolled in the remedial program? | **[n]** | | | |
|  | *If recordsOfGroupingAssessmentAvailable==1,*  *while reviewing the assessment records with the teacher:* | | |  | | | |
|  | 3.8 | **[pupilsRegroupedUpward]** | **How many pupils have moved UP an ability group from where they were first assigned** | **[n]** | | | |
|  | 3.9 | **[pupilsRegroupedDownward]** | **How many pupils have moved DOWN an ability group from where they were first assigned** | **[n]** | | | |