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**USAID – AIR / TEACH ENGLISH FOR LIFE LEARNING (TELL)
QUARTERLY REPORT
APRIL - JUNE 2009**



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Executive Summary

The major activity during this quarter was the implementation of the classroom observation activity. TELL trained and deployed 59 classroom observers, collected and encoded all observation protocols, and disbursed payments for the classroom observation activity to all observers and coordinators. In addition, TELL printed 19,435 certificates for all trained teachers and TOTs and finalized all regions training activities. As the current project ends on August 31, 2009, the TELL team submitted a Closeout Plan to USAID/Ethiopia on May 31, which includes a plan for the use of remaining funds, an inventory disposition plan, and a corresponding calendar for closing out the project.

I. Program Activities April 1 – June 30, 2009

I.1 Planned Activities

Last quarter, Teach English for Life Learning (TELL) program trained 19,146 teachers in strategies and methods newly introduced in the English for Ethiopia grade 6, 7 & 8 textbooks¹. This quarter, TELL conducted a classroom observation and monitoring activity to collect information on the extent to which these strategies and methods are being implemented by the teachers. The classroom observation and monitoring activity included training supervisors to conduct the observations, conducting the classroom observations in sample schools, collecting classroom observation data from the Regional State Education Bureaus (RSEBs), and analyzing feedback.

TELL coordinated with RESBs to plan and coordinate the classroom observation activity. RSEBs selected the supervisors, sample schools and teachers to be observed, and also assigned coordinators to monitor the classroom observation process. The number of coordinators, supervisors and sample teachers planned for each region was proportional to the number of teachers trained by the TELL program last quarter. The regional distribution of the number of coordinators, observers and sample teachers is presented in Table I.

¹ Since the January – March 2009 quarterly report, the training data has been updated to include the finalized training numbers for Oromia, which had originally been entered as tentative data. The final training data report is included as Annex I of this report.

Table 1: Planned number of coordinators, supervisors and sample teachers per region to participate in the observation activity.

Region			
Addis Ababa	1	3	15
Afar	1	2	10
Amhara	5	13	65
Benishangul-Gumuz	1	2	10
Dire Dawa	1	2	10
Gambella	1	2	10
Harar	1	2	10
Oromia	5	16	80
SNNPR	5	10	50
Somali	1	2	10
Tigray	3	6	30
TOTAL	25	60	300

1.2 Performance

Supervisor Training

The classroom observation training for supervisors was conducted April 24-26, 2009 in Addis Ababa at GECFD Hall. TELL trained 59 supervisors - 45 males and 4 females- to conduct classroom observations.

Prior to the training, a set of protocols and monitoring tools were developed and vetted by assessment experts in AIR's home office. These tools (provided in the annexes²) were used in the training as well as in the classroom observation activity to report and verify data. The classroom observation protocol, in conjunction with the TELL training materials, were used during the training to help the supervisors gain observation skills. Video recordings of Addis Ababa primary school teachers were integrated into the training to simulate a real classroom situation. The use of video also served to standardize the input of data by allowing all supervisors to discuss and decide together how to mark the protocols of classroom instruction based on the video.

Following the training, TELL conducted a post-training evaluation. Overall, a total of 58 evaluations were collected, representing a 98% response rate. The evaluations used the following scale:

- 1- Strongly disagree
- 2- Disagree
- 3- Agree
- 4- Strongly Agree

² Guide for Classroom Observers and Coordinators (Annex II), Classroom Observation Protocol (Annex III), Classroom Observer's Report Form (Annex IV)

Table 2 below summarizes the evaluation results, which suggest that the training was quite successful. The evaluation format used to collect the evaluation data is included as Annex V.

Table 2: Classroom Observation Training evaluation results

Statement	Average
1. The training was well organized	3.74
2. I understood the overall goal of the training	3.83
3. The length of the training was adequate	3.21
4. The presentation of the sessions was clear	3.68
5. The topics addressed were appropriate and relevant	3.81
6. The trainer provided chances for group work	3.73
7. I feel comfortable to use the instruments presented	3.63
8. Sufficient time was provided for discussion	3.33
9. The training has contributed to my professional development	3.86
10. I learned new skills	3.37

Classroom Observation

The performance of the classroom observation activity went closely as planned. RSEBs assigned 25 education officers to coordinate the observation activity in their respective regions. The trained supervisors collected data from 301 teachers (228 males and 73 females) in 170 schools (80 urban and 70 rural), between April 30 and May 20, 2009. The distribution by region of the number of coordinators, sample teachers and schools, and observers that participated in the TELL classroom observation activity is presented in Table 3 below.

Table 3: Number of coordinators, sample teachers & schools, and supervisors participated

S. N	Region	Regional Coordinators Participated	No of Teachers Observed				No of Sample Schools Participated			No of Observers Participated			
			Planned	Accomplished			Urban	Rural	Total	Planned	Accomplished		
				M	F	T					M	F	T
1	Addis Ababa	1	15	12	4	16	10	-	10	3	-	2	2
2	Afar	1	10	9	1	10	4	6	10	2	2	-	2
3	Amhara	5	65	50	15	65	17	22	39	13	13	-	13
4	Benishangul-Gumuz	1	10	8	2	10	2	6	8	2	2	-	2
5	Dire Dawa	1	10	8	2	10	2	3	5	2	2	-	2
6	Gambella	1	10	9	1	10	2	2	4	2	2	-	2
7	Harari	1	10	7	3	10	2	2	4	2	2	-	2
8	Oromia	5	80	59	21	80	18	22	40	16	15	1	16
9	SNNPR	5	50	39	11	50	10	12	22	10	9	1	10
10	Somali	1	10	9	1	10	3	3	6	2	2	-	2
11	Tigray	3	30	18	12	30	10	12	22	6	6	-	6
Total		25	300	228	73	301	80	90	170	60	55	4	59

Classroom Observation Data Analysis

Following the collection of all classroom observation protocols from the trained supervisors, TELL analyzed the observation data using quantitative and qualitative methods. The quantitative data was encoded with SPSS and other relevant programs. Responses for the open ended questions were summarized manually. The data analysis report is expected to be finalized by July, 2009.

Certificate Coordination and Printing

Another major activity during this quarter was the coordination and printing of 19,435 certificates for 19,146 teachers and 289 TOTs. In order to complete this activity, TELL developed a database to input the trainees' names, regions, dates and training type, and, used a mail merge to print customized certificates for each participant. Printing activities were completed during this quarter and distribution of the certificates to the various RSEBs will be concluded next quarter. Upon reflection of this activity, TELL staff concluded that it would have been more efficient to produce and print a certificate template ahead of the trainings with a blank space for the name, region and dates. With this method, the signatures and stamps would be scanned and printed directly onto the blank certificates in order to eliminate the need to manually sign and stamp over 20,000 certificates. The blank certificates would be delivered along with the training materials to the various venues.

1.3 Administrative and Financial Tasks

As of the end of the quarter, registration efforts have continued to be unsuccessful due to the changing environment and uncertain rules and regulations being introduced by the Government of Ethiopia (GOE). TELL staff have met with officials at the Ministry of Justice and the Ministry of Foreign Affairs but have not received any clear guidance so far for completing our registration apart from waiting until the GOE officially releases the new laws for registration of international organizations.

This quarter focused primarily on following up with the supervisors and regional coordinators to collect protocols, and disbursing per diem and travel payments. For this purpose, the Deputy Chief of Party, Finance Officer and Administrative Assistant traveled to various regions, while some supervisors and coordinators from nearby regions traveled to TELL headquarters in Addis to deliver protocols and collect payment. Through a strategic and targeted schedule, the TELL project completed all collection and payment activities during the quarter.

The Oromia teacher and TOT trainings' financial reconciliation were also completed during this quarter. The Field Project Director and Financial Officer worked with the Oromia RSEB financial staff to reconcile their expenditures and used the reconciliation to finalize the training figures. The updated training data chart is included in Annex I.

As the TELL cooperative agreement is slated to end on August 31st, 2009, the TELL team submitted a Closeout Plan to the USAID/Ethiopia Mission on May 31st and subsequently submitted a revised plan on June 29th. The Closeout Plan includes a program overview, a pipeline for the use of remaining funds, the non-expendable property disposition plan, the personnel phase-out plan, and an overview of AIR's closeout procedures and guidelines.

A major administrative challenge this quarter was power interruptions, which are now occurring every other day. These interruptions have created important delays for completing certain activities, namely certificate printing and distribution and the classroom observation report writing.

2. Implementation Status

ACTIVITIES	PLANNED April 2009				PLANNED May 2009				PLANNED June 2009				STATUS
	1	2	3	4	1	2	3	4	1	2	3	4	
Project kick off													Completed December 2008
TELL office start up													Completed last quarter
Meet with REB TELL Task Force													Completed last quarter
Recruit TOTs to participate in TELL TOT training													Completed last quarter
REB to identify teachers to be trained													Completed last quarter
Confirm TOT training regional venues													Completed last quarter
Confirm teacher training regional venues													Completed last quarter
Plan Master Trainer refresher training													Completed December 2008
Print training manual													Completed last quarter
Distribute books and training materials to training venues													Completed last quarter
Master Trainer refresher training													Completed December 2008
Addis Ababa pilot TOT training													Completed December 2008
TOT regional training													Completed last quarter
Teacher training: Cohort 1													Completed last quarter
Teacher training: Cohort 2													Completed last quarter
Teacher training data collection and financial settlement													Completed
Plan supervisor training													Completed

ACTIVITIES	PLANNED April 2009				PLANNED May 2009				PLANNED June 2009				STATUS
	1	2	3	4	1	2	3	4	1	2	3	4	
Supervisor/classroom observation training													Completed
Classroom observations													Completed
Observation report collection													Completed
Data analysis													Completed
Observation report generation													In progress; to be completed July 2009
TELL project end report generation													Not applicable to this quarter
Project close out													Not applicable to this quarter

3. Program Outputs

Indicator	Unit of Measure/Definition	Frequency	Responsible Individual	Method/Source	Baseline	Achieved this quarter	Achieved cumulative
Number of Master Trainers provided refresher training	Master Trainers to receive follow-up training on the <i>English for Ethiopia</i> materials	Once at end of refresher training event	COP/Ops Manager	Attendance rosters	20	0	19
Number of TOTs Trained	TOTs to receive 5-days of training on the <i>English for Ethiopia</i> materials	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	0	289
Number of TOTs trained in active-learning methods	TOT training will focus on teaching methods, including active-learning and student-centered methods	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	0	289
Number of TOTs trained in effective classroom practices	TOT classroom practices trainings will focus on lesson planning, mixed ability grouping, teaching in overcrowded classes and classroom management	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	0	289
Number of TOTs trained in basic literacy	TOT literacy trainings will focus on listening, speaking, reading, writing, vocabulary development and storytelling)	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	0	289
Number of TOTS trained in classroom/continuous assessment techniques	TOT assessment trainings will include portfolio assessment, structured assessment, observation, conferencing, testing and error correction.	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	0	289
% of TOTs effectively delivering training curriculum	TELL team to monitor during TOT training events	Random sample throughout training period	COP/Ops Manager	Observation, pre/post survey, regional training reports	0	0	100%
Number of teachers trained	Teachers to receive 5-days of training on the <i>English for Ethiopia</i> materials	Once per training event	COP/Ops Manager	Attendance rosters	0	0	19,146
Number of teachers trained in active-learning methods	Teacher training will focus on teaching methods, including active-learning and student-centered methods	Once per training event	COP/Ops Manager	Attendance rosters	0	0	19,146

Indicator	Unit of Measure/Definition	Frequency	Responsible Individual	Method/Source	Baseline	Achieved this quarter	Achieved cumulative
Number of teachers trained in effective classroom practices	Teacher classroom practices trainings will focus on lesson planning, mixed ability grouping, teaching in overcrowded classes and classroom management	Once per training event	COP/Ops Manager	Attendance rosters	0	0	19,146
Number of teachers trained in basic literacy	Teacher literacy trainings will focus on listening, speaking, reading, writing, vocabulary development and storytelling)	Once per training event	COP/Ops Manager	Attendance rosters	0	0	19,146
Number of teachers trained in classroom/continuous assessment techniques	Teacher assessment trainings will include portfolio assessment, structured assessment, observation, conferencing, testing and error correction.	Once per training event	COP/Ops Manager	Attendance rosters	0	0	19,146
% of grade 6th, 7th and 8 th grade teachers effectively implementing <i>English for Ethiopia</i>	TELL team to monitor teacher training events	Random sample throughout training period	COP/Ops Manager	Observation, pre/post survey, regional training reports	0	Data collected, but results not compiled this quarter	TBD
Numbers of printed materials reaching the trainees	Trainees will receive training materials as part of all trainings. These will include training guides.	Once at end of all training events	COP/Ops Manager	Inventory list	0	0	144,614

4. Challenges and Lessons Learned

Challenge: Some regional coordinators could not focus on organizing classroom observations because they were occupied with meetings and sometimes were away from their offices

Solution & Lesson Learned: In order to minimize problems of coordination at regional levels, the TELL staff provided support and closely monitored the process through available means of communications. In the future, the number of coordinators should be increased to avoid relying only on too few coordinators.

Challenge: During the classroom observation activity, Some TELL trained-teachers to be observed were not in their schools because their classes were taken over by practicum programs from nearby Colleges of Teacher Education (CTEs).

Solution & Lesson Learned: Supervisors worked closely with the zonal education offices and schools to call back teachers trained by TELL and observe them. In future classroom observation activities, CTEs' practicum schedules for each region should be identified prior to the activity.

Challenge: Some supervisors had difficulties conducting observations as scheduled because they were assigned to supervise the national exams.

Solution & Lesson Learned: To minimize activity overlaps in supervisors' schedules, classroom observation schedules were revised accordingly. For future practice, information on national examination schedules should be sought prior to the scheduling of classroom observations.

Challenge: In some regions, classroom observations for Grade 8 proved difficult because 8th grade classes had completed the year's curriculum for all subjects and were reviewing for the national exams.

Solution & Lesson Learned: 8th grade teachers arranged tutorial classes for supervisors to observe,. In future observation activities, information on Grade 8 classes should be collected prior to developing the classroom observation schedules.

Challenge: Half of the classroom observers from the SNNPR did not attend the supervisors training.

Solution & Lesson Learned: The TELL central staff conducted a separate supervisors training for the SNNPR classroom observers whom had missed the training at their regional capital.. In the future, it will be essential to follow-up more closely on the communication of workshop schedules.

Challenge: Preparing and delivering certificates on time was delayed due to power interruptions and the time required for entering over 20,000 teachers and TOT's names.

Solution & Lesson Learned: Sustained efforts and the involvement of more TELL in the activity staff facilitated the eventual completion of the activity. In the future, other options for delivering certificates may alleviate this challenge.

5. Planned Activities for the Next Quarter

- Data analysis and Report Writing
- Delivery of certificates to the RSEBs.
- Forthcoming activities of the extension period.

Annex I: Final data on TELL TOT and Teacher Training Activity (updated from the previous Quarterly Report)

S.N	Region	No of Master Trainers Participated			Training of Trainers						Training of Teachers					
					No of Venues	Trained			Performance in Percent	No of Venues	Teachers Trained			Performance in Percent		
		Planned	Accomplished			Planned	Accomplished									
			M	F			T	M			F	T	M		F	T
1	Addis Ababa	1	-	1	1	15	4	7	11	73.3%	1	400	240+23	160+15	400+38*	109.5%
2	Afar	2	-	2	1	10	10	-	10	100.0%	3	250	216	34	250	100%
3	Amhara	5	-	5	2	52	50	2	52	100.0%	10	5,500	3,578	1,638	5216	94.8%
4	Benishangul G.	-	1	1	1	12	11	-	11	91.3%	3	250	202	46	248	99.2%
5	Dire Dawa	-	-	-	-	10	10	-	10	100.0%	1	250**	107	24	131	100%***
6	Gambella	1	-	1	1	12	12	-	12	100.0%	1	275	249	2	251	91.2%
7	Harari	-	1	1	1	10	8	1	9	90.0%	1	250	123	87	210	84%
8	Oromia	5	-	5	5	90	82	4	86	95.5%	17	6,500	5375	1024	6399	98.4%
9	SNNPR	2	1	3	2	45	43	3	46	102.2%	14	4,000	2730	1078	3808	95.2%
10	Somali	1	-	1	1	14	12	-	12	85.7%	2	300	226	33	259	86.3%
11	Tigray	2		2	1	30	29	1	30	100.0%	7	2,000	1,416	520	1936	96.8%
	Total	19	3	22	16	300	271	18	289	96.3%	60	19,975	14,485	4,661	19,146	95.8%****

N.B.

*Additional 38 teachers were trained in Addis Ababa; TELL distributed books for 26 trainees.

** Initially 250 teachers were planned for Dire Dawa, however upon meeting with the RSEB it was revealed that there are not that many 6th, 7th, and 8th Grade teachers in Dire Dawa, so we ultimately set their quota at the entire population of 6th, 7th, and 8th Grade teachers.

***We consider Dire Dawa achieving 100% because the quota given was too high and they in fact trained their grade 6, 7 & 8 English teachers.

**** The 95.8% figure is understated slightly because Dire Dawa's quota was too high. If quota for Dire Dawa was at 131, the total percent of teachers would be 96.4%.

Annex II: Guide for Classroom Observers and Coordinators



Teach English for Life Learning (TELL)

A GUIDE FOR CLASSROOM OBSERVERS AND COORDINATORS

The following guide is intended to guide the TELL classroom observation and coordination of the regional activities. Please read the guide carefully and apply it to your situation. If you have questions direct them to the TELL Staff listed at the bottom.

- Classroom observers and coordinators get general information from General Education Curriculum Framework Development Department (Ministry of Education), or AIR/TELL Central Office on the classroom observation and reporting procedures.
- Classroom observers receive Training Manuals, English for Ethiopia grade 6,7 and 8 textbooks and teacher's guides TELL Classroom Observation Protocol, TELL Classroom Observation Monitoring Sheet, TELL Classroom Observation Report Form and a Guide from AIR/TELL Central Office upon completing their training.
- Regional/Zonal coordinators identify urban and rural (two for each observer) schools with teachers who received TELL training, inform TELL classroom observation to school directors and arrange meetings with teachers and observers.
- Classroom observers contact Regional/Zonal coordinators, brief them about the classroom observation training and TELL tools to be used and give them copies.
- Classroom observers plan their observation schedule with the coordinators go to schools, meet school directors and teachers of grade 6-8, arrange their schedule with teachers of grade 6,7 and 8 for sessions of interview and classroom observation plus feedback.
- Classroom observers document the details of their school visit on TELL Classroom Observation Monitoring Sheet from the first to the last day.
- Classroom observers use only TELL Classroom Observation Protocol for the sessions of interview and classroom observation plus feedback, and TELL Classroom Observation Report Form at the site immediately after completing the observation.
- Classroom observers fill all TELL tools (forms) with required information get signatures of teachers and coordinators as necessary.
- Regional/Zonal coordinators check the tools filled by the classroom observers, put their signature and official seal as required and at the end submit them to AIR/TELL Staff/Office.
- Classroom observers and coordinators perform any other tasks deemed necessary.
- For any questions, please contact:
 - Adela Mizraclii, Project Director, TELL project. 0910 30 37 45
 - Dessalegn Garsamo, Deputy Chief of Party for Programs, TELL project: 0911 54 56 52

Annex III: Classroom Observation Protocol



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TEACH ENGLISH FOR LIFE LEARNING PROJECT CLASSROOM OBSERVATION PROTOCOL

For Grade 6, 7 & 8 English Teachers

AIR/TELL in collaboration with the General Education Curriculum Framework Development Department, MOE, trained about 20,000 Grade 6, 7, 8 English teachers on skills, strategies and methodology in improving basic literacy as introduced in the newly developed text books. This protocol includes background information, teacher's interview, classroom observation and feedback sessions.

I. Background Information

Region: _____ Zone/Woreda _____ School _____ 1. Rural _____ 2. Urban _____

Name of Teacher: _____

Gender: 1. M 2. F

Number of students in the observed class: Total: _____ M: _____ F: _____

Length of observed period (in minutes divided in five minute interval): _____ minutes

Name of the observer: _____

Grade Level Observed: _____

Date of Observation: _____

Time of Observation: _____

II. TEACHER INTERVIEW

Ask the teacher to what extent has he/she used the following skills, strategies and methods? Circle the number based on your rating (4 = Always, 3 = Usually, Sometimes = 2, Rarely = 1)

Listening		<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Remark</i>
1	Turn and talk:	4	3	2	1	
2	Five Word Prediction:	4	3	2	1	
Speaking		<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Remark</i>
3	Tell something:	4	3	2	1	
4	Table talk:	4	3	2	1	
Reading		<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Remark</i>
5	Three, two, one:	4	3	2	1	
6	ABC Brainstorming:	4	3	2	1	
7	Anticipation Guide:	4	3	2	1	
Writing (Paragraph(s) Writing)		<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Remark</i>
8	Venn Diagram	4	3	2	1	
9	Graphic Organizer:	4	3	2	1	
10	Journal Response:	4	3	2	1	
11	Quick Write:	4	3	2	1	
Vocabulary		<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Remark</i>
12	Word parts (Prefixes, root/base, suffixes) :	4	3	2	1	
13	Context clues (Ant, descrip., comp/cont):	4	3	2	1	
Storytelling		<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Remark</i>
14	Use of storytelling in class:	4	3	2	1	
Methods		<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Remark</i>
15	Teacher lecture /presentation:	4	3	2	1	
16	Teacher- led questions and answers:	4	3	2	1	

17	Students working in pairs:	4	3	2	1	
19	Small group discussions:	4	3	2	1	
20	Student-led presentation:	4	3	2	1	

21. What opportunities or/and challenges did you encounter in using these skills, strategies and methods?

III. Classroom Observation

Please circle the number in the box '1' for 'Yes' and '2' for 'No' in front of the strategy observed in the classroom. Multiple strategies can be observed. For each observed strategy, also circle 1 for 'Yes' 2 for 'No' in front of the method listed. Also, please write down any comments you may have.

Listening

S.No.	YES	NO	Strategy & Method	Comment
22	1	2	Turn and Talk	
If yes, are the methods listed below used?				
22.1	1	2	Teacher-led Q&A	
22.2	1	2	Lecture	
22.3	1	2	Pairing	
22.4	1	2	Small Group Discussion	
22.5	1	2	Student led presentation	
23	1	2	Five Word Prediction	
If yes, are the methods below used?				
23.1	1	2	Teacher-led Q&A	
23.2	1	2	Lecture	
23.3	1	2	Pairing	
23.4	1	2	Small Group Discussion	
23.5	1	2	Student led presentation	

Speaking

S.No.	YES	NO	Strategy & Method	Comment
24		2	Tell Something	
If yes, are the methods listed below used?				
24.1		2	Teacher-led Q&A	
24.2		2	Lecture	
24.3		2	Pairing	
24.4		2	Small Group Discussion	
24.5		2	Student led presentation	
25		2	Table Talk	
If yes, are the methods listed below used?				
25.1		2	Teacher-led Q&A	
25.2		2	Lecture	
25.3		2	Pairing	
25.4		2	Small Group Discussion	
25.5		2	Student led presentation	

Reading

S.No.	YES	NO	Strategy & Method	Comment
26		2	Three, Two, One	
If yes, are the methods listed below used?				
26.1		2	Teacher-led Q&A	
26.2		2	Lecture	
26.3		2	Pairing	
26.4		2	Small Group Discussion	
26.5		2	Student led presentation	
27		2	ABC Brainstorming	
If yes, are the methods listed below used?				
27.1		2	Teacher-led Q&A	
27.2		2	Lecture	

S.No.	YES	NO	Strategy & Method	Comment
27.3		2	Pairing	
27.4		2	Small Group Discussion	
27.5		2	Student led presentation	
28		2	Anticipation Guide	
If yes, are the methods listed below used?				
28.1		2	Teacher-led Q&A	
28.2		2	Lecture	
28.3		2	Pairing	
28.4		2	Small Group Discussion	
28.5		2	Student led presentation	

Writing

S.No.	YES	NO	Strategy & Method	Comment
29		2	Venn Diagram	
If yes, are the methods listed below used?				
29.1		2	Teacher-led Q&A	
29.2		2	Lecture	
29.3		2	Pairing	
29.4		2	Small Group Discussion	
29.5		2	Student led presentation	
30		2	Graphic Organizer	
If yes, are the methods listed below used?				
30.1		2	Teacher-led Q&A	
30.2		2	Lecture	
30.3		2	Pairing	
30.4		2	Small Group Discussion	
30.5		2	Student led presentation	
31		2	Journal Response	
If yes, are the methods listed below used?				
31.1		2	Teacher-led Q&A	

S.No.	YES	NO	Strategy & Method	Comment
31.2	1	2	Lecture	
31.3	1	2	Pairing	
31.4	1	2	Small Group Discussion	
31.5	1	2	Student led presentation	
32	1	2	Quick Write	
If yes, are the methods listed below used?				
32.1	1	2	Teacher-led Q&A	
32.2	1	2	Lecture	
32.3	1	2	Pairing	
32.4	1	2	Small Group Discussion	
32.5	1	2	Student led presentation	

Vocabulary

S.No.	YES	NO	Strategy & Method	Comment
33	1	2	Word Parts (prefixes, suffixes, root/base words)	
If yes, are the methods listed below used?				
33.1	1	2	Teacher-led Q&A	
33.2	1	2	Lecture	
33.3	1	2	Pairing	
33.4	1	2	Small Group Discussion	
33.5	1	2	Student led presentation	
34	1	2	Context Clues (antonym, descriptions, comparison/contrast)	
If yes, are the methods listed below used?				
34.1	1	2	Teacher-led Q&A	
34.2	1	2	Lecture	
34.3	1	2	Pairing	
34.4	1	2	Small Group Discussion	
34.5	1	2	Student led presentation	

Story Telling

	YES	NO	Strategy & Method	Comment
35	1	2	Strategy of story telling employed in classroom	
If yes, are the methods below used?				
35.1	1	2	Teacher-led Q&A	
35.2	1	2	Lecture	
35.3	1	2	Pairing	
35.4	1	2	Small Group Discussion	
35.5	1	2	Student led presentation	

IV. FEEDBACK

Immediately after the observation, ask the teacher to reflect about her/his experiences in implementing the TELL training and respond to the following questions.

36. What are the points of strengths you experienced in implementing the TELL training?

37. What are the points of weaknesses you experienced in implementing the TELL training?

38. How did you respond to the challenges you faced in implementing the TELL training?

Annex IV: Classroom Observer's Report Form



AMERICAN INSTITUTES FOR RESEARCH®

USAID/AIR-Teach English for Life Learning Project

CLASSROOM OBSERVER'S REPORT FORM

Region: _____ Zone/Woreda: _____
 Name: _____ Gender: _____ Workplace: _____
 Observation Date: From _____ to _____, 2009

S.No	Teacher's Name	Gender	Grade Level Observed	Date of Classroom Observation	School
1					
2					
3					
4					
5					

Observer's Sign:

Coordinator's Name and Sign:

Official Seal

Annex V: Classroom Observation Workshop Training Evaluation



AMERICAN INSTITUTES FOR RESEARCH

Teach English for Life Learning (TELL) Project Classroom Observation Workshop Training Evaluation April 24 – 26, 2009

Using the following scale please circle the most appropriate response to the statements below:

- 1- Strongly disagree
- 2- Disagree
- 3- Agree
- 4- Strongly agree

1. The training was well organized	1	2	3	4
2. I understood the overall goal of the training	1	2	3	4
3. The length of the training was adequate	1	2	3	4
4. The presentation of the sessions were clear	1	2	3	4
5. The topics addressed were appropriate and relevant	1	2	3	4
6. The trainer provided chances for group work	1	2	3	4
7. I feel comfortable to use the instruments presented	1	2	3	4
8. Sufficient time was provided for discussion	1	2	3	4
9. The training has contributed to my professional development	1	2	3	4
10. I learned new skills	1	2	3	4

If you have any additional comments, please write them below:



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