

Interviews :

EQUIP-T Lesson Base V.3.0a

Region

District

School

Lesson ID

Team

Enumerator

Start	Early observation	Observations	Lesson End Stage	Post-lesson	Class detail	Teacher	Observation summary	Classroom map	End
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Start

Q.1

Interviewer: Mark time when you (enumerator) enter the classroom.

Get time

Q.2

Interviewer: Enumerator arrived before lesson started?

Yes (1)

No (2)

Q.3

Interviewer: Is the leasson you are observing a multi-standard lesson?

Yes (1)

No (2)

Q.4

Interviewer: Write down the name of the teacher.

Q.5

Interviewer: Note down the teacher's gender.

Male (1)

Female (2)

Q.6

Interviewer: Select the subject of the lesson you are observing

Mathematics (1)

Kiswahili (2)

Mix of Kiswahili and maths (3)

Other (6)

2

Early observation

Interviewer: *The observation tool contains a list of 3 teacher behaviours. Make sure that you understand the meaning of each teacher behaviour term. There is a table which explains the meaning of each term after this tool.*

Fill in during first 5 minutes of lesson.

Q.1 Observation Lesson Beginning Start

Get time

Help

The teacher...

Q.2 States the objectives of the lesson, and introduces the topic in a clear way

☐

No (0)

☐

Partly (1)

☐

Yes (2)

Q.3 States what new skills or knowledge students will have by the end of the lesson

☐

No (0)

☐

Partly (1)

☐

Yes (2)

Q.4 Checks for prior knowledge of the topic among the students

☐

No (0)

☐

Partly (1)

☐

Yes (2)

	The teacher Descriptor	Lesson Introduction
1	states the objectives of the lesson, and introduces the topic in a clear way	Learning objectives are clearly stated at the beginning of the lesson. Teacher explanation is accurately and clearly presented with good signposting and makes strong connections to pupil experience.
2	states what new skills or knowledge students will have by the end of the lesson	Teacher specifically states what new skills or knowledge the students should have acquired by the end of the lesson. For example, solving particular type of problems in maths or a specific writing skill in Kiswahili.
3	checks for prior knowledge of the topic among the students	Teacher asks pupils about previous work covered in the topic and questions them about their understanding.

Observations

Interviewer: Fill in during the lesson, at the same time as MAP tool!

- The observation tool contains a list of 10 teacher behaviours which may occur during the lesson.
- Make sure that you understand the meaning of each teacher behaviour term. There is a table which explains the meaning of each term after this tool.
- After the lesson has finished, fill in section which summarises teacher behaviour during the main stage of the lesson. Use the ticks you have recorded in this section during the lesson to guide your judgement.

[Help](#)

Teacher behaviour

obs_ID	Observations	Q.1 Obs1	Q.2 Obs2	Q.3 Obs3	Q.4 Obs4	Q.5 Obs5	Q.6 Obs6	Q.7 Obs7	Q.8 Obs8	Q.9 Obs9
1	asks students to demonstrate in front of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	asks open-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	probes or comments on student answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	encourages students to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	provides written or verbal feedback to students on their individual work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	uses paired or group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	makes effective use of the chalk/black board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	uses different instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	relates well to students and uses praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	switches between Kiswahili and a vernacular language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	The teacher Descriptor	Lesson Introduction
4	asks students to demonstrate in front of class	Teacher calls on students to answer questions, explain ideas and report back on activities in front of the class.
5	asks open-ended questions	Teacher asks questions which have more than one answer. Teacher asks questions which encourage speculation and require more than a 'yes' or 'no' answer or the recall of information.
6	probes or comments on student answers	Teacher asks the student for further explanation of his/her answer (PROBE). Teacher uses student answer to give an example, or expands, or provides additional information (COMMENTS).
7	encourages students to ask questions	Teacher encourages students to ask questions to the teacher or to other members of the class.
8	provides written or verbal feedback to students on their individual work	Teacher provides spoken comments to students individually on their work. Teacher provides written feedback such as marking of work, including formative feedback if the student has made mistakes or does not understand well.
9	uses paired or group work	Students carry out activities in pairs or in groups.
10	makes effective use of the chalk/black board	Teacher's writing and diagrams are clearly laid out.
11	uses different instructional materials	Teacher makes use of a variety of instructional aids (not the blackboard or the textbook) such as maps, posters, tables, charts, real-life items.
12	relates well to students and uses praise	Teacher conveys enthusiasm through voice and body language. Teacher has a good rapport with students. Teacher uses encouragement and praise to give positive feedback. Teacher calls on pupils by name to make a contribution to the lesson.
13	switches between Kiswahili and a vernacular language	Teacher code-switches between Kiswahili and a vernacular language during the teaching and learning process.

Lesson End Stage

Interviewer:

Fill in during last 5-10 minutes of lesson

Note down the behaviour observed!

The teacher...

Help

Q.1

checks if students have acquired the new skills or knowledge stated in the introduction

No (0)

Partly (1)

Yes (2)

Q.2

uses a plenary (whole class session) to summarise and extend learning

No (0)

Partly (1)

Yes (2)

Q.3

Interviewer: Mark the end of lesson observation

Get time

	The teacher Descriptor	Lesson Introduction
14	checks if students have acquired the new skills or knowledge stated in the introduction	Teacher asks questions or uses another approach to find out if students have acquired the new skills or knowledge set out in the introduction.
15	uses a plenary (whole class session) to summarise and extend learning	Teacher draws the whole class together at the end of the lesson to summarise what has been covered in the lesson; consolidate and extend learning by directing pupils to the next stage of learning.

Post-lesson

[Interviewer:](#) *Fill in after lesson is completed*

Q.1 Approximately, what percentage of lesson time were pupils on-task?

Please select...

Q.2 Did the teacher leave the classroom during the lesson?

☒ Yes (1)

☐ No (2)

Q.3 How many minutes was the teacher out of the classroom?

Q.4 Were the children engaged in a learning task while the teacher was out of the room?

☐ Yes (1)

☐ No (2)

Class detail

How many students are present in the lesson?

Q.1

Would boys please stand up.

[Interviewer:](#) Count how many boys are present in the classroom!

Would girls please stand up.

Q.2

[Interviewer:](#) Count how many girls are present in the classroom!

Q.3

Did the students use textbooks during the lesson?

Yes (1)

No (2)

How many textbooks (for the subject of the lesson) do the students have?

Q.4

Please hold up your text books.

[Interviewer:](#) Count the number of thetextbooks held up!

How many students have a pen/pencil?

Q.5

Would everybody that has a pencil, please stand up.

[Interviewer:](#) Count the number of pupils standing up!

How many students have an exercise book?

Q.6

Would everybody that has an excercise book, please stand up.

[Interviewer:](#) Count the number of pupils standing up!

How many supplementary reading books are available in the classroom?

Q.7

[Interviewer:](#) Ask the teacher to show you the available supplementary reading books.

Please select...

How many useable desk spaces are in the classroom?

Q.8

[Interviewer:](#) Count the number of desk spaces in the classroom!

Q.9

Are instructional materials displayed on the walls?

Yes (1)

No (2)

Teacher

[Interviewer:](#) *Address the teacher*

I would like to ask you a question on lesson planning

Do you have a lesson plan available for the lesson which just finished?

Q.1 [Interviewer:](#) *If the teacher says yes, ask to see the lesson plan. Tick yes if the plan is available. If the plan is not in the classroom, tick no.*

☒ Yes seen (1)

☐ No (0)

Has the lesson plan been checked by the head teacher or by another senior teacher?

Q.2 [Interviewer:](#) *Tick yes if there is written evidence on the lesson plan that it has been checked.*

☐ Yes seen (1)

☐ No (0)

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Observation summary

Q.1 **Interviewer:** *Mark the end of the interview/test!*

Q.2 asks students to demonstrate in front of class - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Q.3 asks open-ended questions - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Q.4 probes or comments on student answers - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Q.5 encourages students to ask questions - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Q.6 provides written or verbal feedback to students on their individual work - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Q.7 uses paired or group work - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Q.8 makes effective use of the chalk/white board - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Q.9 uses different instructional materials - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Q.10 relates well to students and uses praise - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Q.11 switches between Kiswahili and a vernacular language - 0 ☐ No (0) ☐ Yes infrequently (1) ☐ Yes frequently (2)

Classroom map

Interviewer: *Fill in the summary numbers of interactions from the paper coding sheet.*

Front of classroom	
Area A (front L)	Area B (front R)
Area C (middle L)	Area D (middle R)
Area E (back L)	Area F (back R)
Back of classroom	

Q.1 Area A - number of boys

Q.2 Area A - number of girls

Q.3 Area B - number of boys

Q.4 Area B - number of girls

Q.5 Area C - number of boys

Q.6 Area C - number of girls

Q.7 Area D - number of boys

Q.8 Area D - number of girls

Q.9 Area E - number of boys

Q.10 Area E - number of girls

Q.11 Area F - number of boys

Q.12 Area F - number of girls

Start

Early observation

Observations

Lesson End Stage

Post-lesson

Class detail

Teacher

Observation summary

Classroom map

End

End

Q.1

[Interviewer:](#) *Mark the end of the interview/test!*

Get time

Q.2

Comment for enumerator