

Interviews :

Region
District
School
Lesson ID
Team
Enumerator



EQUIP-T Lesson End V4.3

Please select...
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New Interview

File Name	region_id	district_id	school_id	lesson_id	team_id	enumerator_id	Validated Timestamp	Errors	Warnings	Open	Validate
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Start

Q1 **Interviewer:** Mark time when you (enumerator) enter the classroom

Q2 **Interviewer:** Enumerator arrived before lesson started?

 Yes (1) No (2)

Q3 **Interviewer:** Is the lesson you are observing a multi-staged lesson?

 Yes (1) No (2)

Hello. My name is and I am working for OPM, a survey company from Dar es Salaam. I am here as part of a study to find out what is happening in schools in Tanzania. I would like to watch you lesson, make some notes, and then ask a few questions to the whole class. Are you happy for me to do this?

Q4 **Interviewer:** Confirm that you have read the consent statement and that the teacher has agreed

 Yes (1) No (2)

Start Observations Class and teacher Post Observation End

Observations

ID	SUBJECT	Q.1 Select the subject of the lesson you are observing	Q.2 Mark beginning for lesson observation of SUBJECT	Early	During	End	Q.3 Mark the end of lesson observation for SUBJECT	Q.4 Was reading, writing or a mix taught?	Q.5 Record Yes if the teacher changes SUBJECT to start a new lesson in Maths or Kiswahili
1	First subject	Please sel...	<input type="checkbox"/> Get time	<input type="checkbox"/> Early	<input type="checkbox"/> During	<input type="checkbox"/> End	<input type="checkbox"/> Get time	Please select...	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
2	Second subject	Please sel...	<input type="checkbox"/> Get time	<input type="checkbox"/> Early	<input type="checkbox"/> During	<input type="checkbox"/> End	<input type="checkbox"/> Get time	Please select...	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
3	Third subject	Please sel...	<input type="checkbox"/> Get time	<input type="checkbox"/> Early	<input type="checkbox"/> During	<input type="checkbox"/> End	<input type="checkbox"/> Get time	Please select...	<input type="radio"/> Yes (1) <input type="radio"/> No (2)

Early

Interviewer: The observation tool contains a list of 3 teacher behaviours. Make sure that you understand the meaning of each teacher behaviour term.

Fill in during first 5 minutes of lesson

The teacher...

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

Q.1 Learning objectives are clearly stated at the beginning of the lesson
Teacher explanation is accurately and clearly presented with good sequencing and makes strong connections to pupil experience

No (0) Partly (1) Yes (2)

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

Q.2 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

No (0) Partly (1) Yes (2)

Checks for prior knowledge of the topic among the students

Q.3 Teacher asks pupils about previous work covered in the topic and questions them about their understanding

No (0) Partly (1) Yes (2)

End

Interviewer: Fill in during last 5-10 minutes of lesson. Note down the behaviour observed!

The teacher...

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

Q.1 Teacher asks questions or uses another approach to find out if students have acquired the new skills or knowledge set out in the introduction

No (0) Partly (1) Yes (2)

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

Q.2 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

No (0) Partly (1) Yes (2)

During

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

- The observation tool contains a list of 11 teacher behaviours which may occur during the lesson
- Make sure that you understand the meaning of each teacher behaviour term. They are further explained in the help screen
- 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.

Tick one of the boxes beside each behaviour, each time you observe it

ID	Observations	Help	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	Help	<input type="checkbox"/>								
2	asks open-ended questions	Help	<input type="checkbox"/>								
3	probes or comments on student answers	Help	<input type="checkbox"/>								
4	encourages students to ask questions	Help	<input type="checkbox"/>								
5	provides written or verbal feedback to students on their individual work	Help	<input type="checkbox"/>								
6	uses paired or group work	Help	<input type="checkbox"/>								
7	makes effective use of the chalk/black board	Help	<input type="checkbox"/>								
8	uses different instructional materials	Help	<input type="checkbox"/>								
9	relates well to students and uses praise	Help	<input type="checkbox"/>								
10	switches between Kiswahili and a vernacular language	Help	<input type="checkbox"/>								
11	uses examples that challenge gender stereotyping	Help	<input type="checkbox"/>								

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 class

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 a small amount of information

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 (COMMENT)

encourages students to ask questions
Teacher encourages students to ask questions to the teacher or to other members of the class.

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.

uses paired or group work
Students carry out activities in pairs or in groups.

makes effective use of the chalk/black board
Teacher's writing and diagrams are clearly laid out.

uses different instructional materials
Teacher or pupil makes use of a variety of instructional aids (not the blackboard or the textbook) such as maps, posters, tables, charts, real-life items.

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*

switches between Kiswahili and a vernacular language

Teacher code-switches between Kiswahili and a vernacular language during the teaching and learning process

uses examples that challenge gender stereotyping

Teacher uses examples that challenge gender stereotyping, such as father cleans house, boys wash plates, girls slash grass in school grounds

Start Observations **Class and teacher** Post Observation End

Class and teacher

How many students are present in the lesson?
Q1 Would boys please stand up.

Interviewer: Count how many boys are present in the classroom
 Where are the boys mainly seated? front (2) middle (4) back (5)

Q2 Interviewer: Select one option if there are more boys are in one section of the classroom than in each of the other two sections
 Select two options if there are more boys in each of two sections than in the other section
 Select 0 options if the boys are evenly distributed between all three sections of the classroom
Would girls please stand up.

Q3 Interviewer: Count how many girls are present in the classroom
 Where are the girls mainly seated? front (2) middle (4) back (5)

Q4 Interviewer: Select one option if there are more girls are in one section of the classroom than in each of the other two sections
 Select two options if there are more girls in each of two sections than in the other section
 Select 0 options if the girls are evenly distributed between all three sections of the classroom
Q5 Is there a mix of boys and girls sitting together on benches? Yes, on most (1) Yes, on some (2) No (3)

How many students have a pencil?
Q6 Would everybody that has a pencil, please stand up.

Interviewer: Count the number of pupils standing up!

How many maths textbooks were used during the lesson?
Q7 Interviewer: Count the number of fast books held up!
 Please hold your maths textbooks up if you used them during the lesson
 If maths textbooks were not used during the lesson, write 0

How many Swahili textbooks were used during the lesson?
Q8 Interviewer: Count the number of fast books held up!
 Please hold your Swahili textbooks up if you used them during the lesson
 If Swahili textbooks were not used during the lesson, write 0

How many students have a maths exercise book?
Q9 Would everybody that has a maths exercise book, please stand up.

Interviewer: Count the number of pupils standing up!

How many students have a swahili exercise book?
Q10 Would everybody that has an swahili exercise book, please stand up.

Interviewer: Count the number of pupils standing up!

Q11 Interviewer: Ask the teacher to show you the available supplementary reading books
 How many supplementary reading books are available in the classroom?

Q12 Are the supplementary reading books clearly organised into levels of difficulty? Yes (1) No (2)

Q13 Are the supplementary readers still in good or fairly good condition?

Q14 How many useable desk spaces are in the classroom?
Interviewer: Count the number of desk spaces in the classroom

Q15 Are teaching and learning materials displayed on the walls? Yes (1) No (2)

Q16 Are there any materials displayed on the walls about expected teacher and student behaviour or classroom rules? Yes (1) No (2)

Q17 Interviewer: Write down the name of the teacher.

Q18 Interviewer: Write down the teacher code from the head teacher questionnaire

Q19 Interviewer: Note down the teacher's gender. Male (1) Female (2)

Lesson Plan

ID	SUBJECT	Teacher
1	(unanswered) (unanswered)	Teacher
2	(unanswered) (unanswered)	Teacher
3	(unanswered) (unanswered)	Teacher

Q20 Interviewer: Mark the end of the observation.

ASANTE SANAI / THANK YOU VERY MUCH!

Teacher

(unanswered) (unanswered)

Interviewer: Address the teacher

I would like to ask you a question on lesson planning

Q1 Do you have a lesson plan available for the lesson which just finished? Yes seen (1) No (0)
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

Q2 Has the lesson plan been checked by the head teacher or by another senior teacher? Yes seen (1) No (0)
Interviewer: Tick yes if there is written evidence on the lesson plan that it has been checked

Start Observations Class and teacher Post Observation End

Post Observation

Q.1 Interviewer Get time

Post Observation

ID	SUBJECT	Observation summary	After	Classroom map
1	(unanswered)	Observation summary	After	Classroom map
2	(unanswered)	Observation summary	After	Classroom map
3	(unanswered)	Observation summary	After	Classroom map

Observation summary

(unanswered) (unanswered)

Observation summary

ID	Observations	Count	Q.1 Record frequency of behaviour		
1	asks students to demonstrate in front of class	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
2	asks open-ended questions	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
3	probes or comments on student answers	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
4	encourages students to ask questions	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
5	provides written or verbal feedback to students on their individual work	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
6	uses paired or group work	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
7	makes effective use of the chalk/black board	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
8	uses different instructional materials	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
9	relates well to students and uses praise	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
10	switches between Kiswahili and a vernacular language	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)
11	uses examples that challenge gender stereotyping	0	<input type="radio"/> No (0)	<input type="radio"/> Yes infrequently (1)	<input type="radio"/> Yes frequently (2)

After

(unanswered) (unanswered)

Interviewer: Fill in after lesson is complete

Q.1 Did the teacher leave the classroom during the lesson? Yes (1) No (2)

Q.2 How many minutes was the teacher out of the classroom?

Q.3 Were the children engaged in a learning task while the teacher was out of the room? Yes, most children (1) Yes, some children (2) No (3)

Q.4 Did the students use textbooks during the lesson? Yes, most children (1) Yes, some children (2) No (3)

Q.5 Did the teacher give extra support during the lesson to children who don't speak Kiswahili as their mother tongue? Yes (1) No (2)

Q.6 Did the teacher listen to individual children reading a list of sounds or words or a paragraph, during the lesson? Please select...

Q.7 Did the teacher use a phonics approach to teaching reading during the lesson where children sound out individual letters and letter groups? Yes (1) No (2)

Q.8 Did the teacher use any Big Books to read to the class or Teacher Read Aloud Books during the lesson? Yes (1) No (2)

Q.9 Did you see any children reading the supplementary readers, either to themselves or out loud, during the lesson? Please select...

Q.10 Did the children take the supplementary readers home? Please select...

Q.11 Did the students use any maths learning materials, not textbooks, during the lesson? Yes, most students used maths learning materials (1) Yes, some students used maths learning materials (2) No students used maths learning materials (3)

Classroom map

(unanswered) (unanswered)

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

End

Q1 **Interviewer:** Select interview result.

Complete (1) Partially complete (2)

Q2 **Interviewer:** Mark the end of the interview test.

Q3 **Interviewer:** Was there any issue, question or irregularity with this interview?
Select all that applies and specify.

- No, everything went fine (1)
- There were issues with CAPI, e.g. Q5 in Teacher did not open (specify) (2)
- There were issues with the protocols, e.g. we were late (specify) (3)
- There was a issue with the respondent/school/interview, e.g. not very cooperative (specify) (4)
- Something was not clear to me (specify) (5)
- There was something else noteworthy (specify) (6)

Q4 Comment for enumerator