

**Teacher and Classroom Instrument Pack (Baseline version)**  
**(Questionnaire items --- Classroom Observation Schedule --- Document Review Schedule)**

**Evaluation of three Early-Grade Reading Interventions in North-West Province**

**QUESTIONNAIRE**

1. Identifying information:

*(Unique ID  
for office use)*

(a) School name: \_\_\_\_\_ [ \_\_\_\_\_ ]

(b) School's EMIS number: \_\_\_\_\_

(c) District: \_\_\_\_\_ [ \_\_\_\_\_ ]

(d) Circuit: \_\_\_\_\_ [ \_\_\_\_\_ ]

(e) Teacher's name: \_\_\_\_\_ [ \_\_\_\_\_ ]

(f) Teacher's contact details: Tel ( \_\_\_\_\_ ) \_\_\_\_\_

Cell ( \_\_\_\_\_ ) \_\_\_\_\_

E-mail \_\_\_\_\_

(g) Name of Grade 1 class: Gr 1 \_\_\_\_\_ (e.g., Gr 1 A, Gr 1-ii, etc)

(h) Date of data collection/visit: \_\_\_\_\_

(i) Information collected by: \_\_\_\_\_

2. Demographic characteristics, workload, etc:

(a) Age of teacher at last birthday: \_\_\_\_\_

(b) Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

(c) In your current class, (i) how many learners should be in your class every day? \_\_\_\_\_

(ii) For the previous full week, how many learners were absent on average every day? \_\_\_\_\_

(iii) Is the number in (ii): lower than usual \_\_\_\_; normal \_\_\_\_; or higher than usual? \_\_\_\_

(d) Please indicate the time you allocate per week teaching each of the following?

Subject	Number of lessons per week	Number of minutes per lesson
Numeracy		
Home language		
First Additional Language		
Life Skills		

(e) How much time do you spend per week on teaching reading in Setswana? \_\_\_\_\_ minutes

(f) What language is taught as the First Additional Language in the Foundation Phase? \_\_\_\_\_

(g) On average, how many minutes per week do you spend on each of the following non-teaching tasks?

Tasks	During school time					After school				
	0	1-30	31-60	61-120	More than 120	0	1-30	31-60	61-120	More than 120
Extramural activities										
Administration										
Management and meetings										
Union activities										
Marking										
Lesson preparation										
Tests / assessment										

(h) In the last 10 working days, how many days were you unable to come to school / be in your class?

\_\_\_\_\_ days

(i) Indicate the number of days for each of the reasons provided below.

Illness	Personal leave	Teacher training	Official meetings	Extramural activity	Union activities

### 3. Expertise and experience:

(a) What is the highest academic qualification that you have obtained?

(i) Indicate in which year \_\_\_\_\_

(Insert "X" at the **one** appropriate option only.)

Qualification levels (general)	Highest level
Did not complete Grade 12	
Finished Grade 12	
Finished a post-matric certificate (maximum 2 years)	
Finished a 3-year diploma	
Finished a 4-year diploma	
Finished a three-year degree	
Finished a four-year degree	
Finished an Honours degree	
Finished a Master's degree	
Finished a Doctoral degree	

(b) Have you achieved any of the following specific qualifications in education or teaching?

(i) Indicate in which year \_\_\_\_\_

(Insert "X" at **all appropriate** options)

Qualifications (education and teaching specific)	Yes	No
(i) Finished a post-matric teaching certificate (maximum 2 years)		
(ii) Finished a 3-year teaching diploma		
(iii) Finished a 4-year teaching diploma (may include FDE, ACE - See #)		
(iv) Finished a three-year teaching degree (may include a B Ed)		
(v) Finished a four-year teaching degree (may include PGCE - See #)		
(vi) Finished post-graduate (Honours, Master's or Doctoral) degree in education		

# FDE = Further Diploma in Education; ACE = Advanced Certificate in Education; PGCE = Post-Graduate Certificate in Education

(c) From which institution did you obtain your highest teaching qualification? \_\_\_\_\_

(d) Please indicate the highest level at which you received the following language training:

(Insert an "X" in each row)

Subject/field	N.a./ Not covered	Grade 12	Post-matric / teaching certificate	Diploma (3-year)	Diploma (4-year)	First degree / B. Ed. (3-year)	4-year degree (including PGCE)	Honours degree	Master's degree	Doctoral degree
(i) Setswana as first language										
(ii) Setswana as additional language										
(iii) English as first language										
(iv) English as additional language										
(v) How to teach Setswana as a language (didactics/pedagogy)										

(e) In the past two years, have you received professional in-service teacher training on how to teach Setswana as first language?      \_\_\_ Yes      \_\_\_ No

(f) In the past two years, have you received professional in-service teacher training on how to teach English as First Additional Language (EFAL)?      \_\_\_ Yes      \_\_\_ No

(g) Overall, how many years of teaching experience do you have?      \_\_\_\_\_ years

(h) How many years have you been teaching at the Foundation Phase?      \_\_\_\_\_ years

4. Language proficiency:

(a) Which language do you speak at home most often **now** (your present “home language”)?

<b>Afrikaans</b>	<b>English</b>	<b>isiNdebele</b>	<b>isiXhosa</b>	<b>isiZulu</b>	<b>Sepedi</b>
<b>Sesotho</b>	<b>Setswana</b>	<b>Siswati</b>	<b>Tshivenda</b>	<b>Xitsonga</b>	<b>Other (specify)</b>

(b) Which language did you speak at home most often **when growing up** (your childhood “home language” or “mother tongue”)? (*Spoken by you and your parents and used when you went to school in Grade 1.*)

<b>Afrikaans</b>	<b>English</b>	<b>isiNdebele</b>	<b>isiXhosa</b>	<b>isiZulu</b>	<b>Sepedi</b>
<b>Sesotho</b>	<b>Setswana</b>	<b>Siswati</b>	<b>Tshivenda</b>	<b>Xitsonga</b>	<b>Other (specify)</b>

(c) Indicate how well you can speak, read and write each of the following languages.

Language	Aspect of proficiency	Proficiency			
		Not at all	Basic communication	Reasonably well	Excellent
<b>Setswana</b>	<b>Speak</b>				
	<b>Read</b>				
	<b>Write</b>				
<b>English</b>	<b>Speak</b>				
	<b>Read</b>				
	<b>Write</b>				

(d) How many magazines do you read on average every month?

0 \_\_\_\_;      1-4 \_\_\_\_;      5-10 \_\_\_\_;      11-16 \_\_\_\_;      more than 16 \_\_\_\_

(e) How many books of your own, that you have also read, do you have? (*Exclude magazines*)

0-10 \_\_\_\_;      11-20 \_\_\_\_;      21-50 \_\_\_\_;      more than 50 \_\_\_\_

(f) How many hours per week, on average, do you read for your own pleasure or development?

0-15 min \_\_\_\_;      16 min to 1 hour \_\_\_\_;      1 to 2 hours \_\_\_\_;      2 to 4 hours \_\_\_\_;

4 to 8 hours \_\_\_\_;      8 to 12 hours \_\_\_\_;      12 to 20 hours \_\_\_\_;      more than 20 hours \_\_\_\_

5. Language teaching and related practices:

(a) How many times during the past month have parents contacted you about their children's school work in each of the following ways? *(Insert an "X" in every row.)*

Method of contact	Never	Once	Two or three times	Often
(i) Letter/note to teacher				
(ii) Parents arrive unannounced				
(iii) SMS messages per cell-phone				
(iv) Cell- or telephone call				
(v) Parent-teacher evening/day				

(b) Sometimes parents call teachers to complain, whether or not "the fault" lies with the teacher. How often do you receive complaints from parents about your language teaching to Foundation Phase learners in your class/classes?

Never	Once or twice in a year	Once or twice in a term	Once or twice in a month	Every week

(c) Indicate how often you are able to send the following home with each learner.

Type of learning material	1-2 times a year	1-2 times per term	1-2 times a month	Once a week	1-3 times a week	Every day
(i) Language textbooks						
(ii) Readers						
(iii) Self-compiled language work sheets						
(iv) Setswana homework assignment						
(v) DBE/CAPS Workbooks						
(vi) Other language material (e.g., newspapers)						

(d) Select the three most important factors, in your opinion, that affect your capacity in the classroom to provide good (language) instruction. *(Use "1" for the highest priority, followed by "2" & "3")*

Factors	<i>(Three priorities only)</i>
(i) Shortages of language work/textbooks for every individual learner	
(ii) Shortages of readers (or library books) for every individual learner	
(iii) Shortages of other instructional materials	
(iv) Lack of discipline among learners	
(v) Learner absenteeism / late-coming	
(vi) Inadequate workspace / too many learners in the classroom	
(vii) Not having specialised training in literacy / language	
(viii) Not receiving curriculum support from school/circuit/district	
(ix) Lack of parental support to their children's learning	

(e) How helpful do you as teacher think each of the following possible types of intervention will be to create a large improvement in Setswana literacy and language proficiency among your learners?

Intervention	Not helpful at all	Somewhat helpful	Quite helpful	Extremely helpful
(i) A good training course at the start of each semester to equip teachers well for teaching reading in Setswana, including being given graded readers and scripted lesson plans				
(ii) Monthly coaching at school by specialist coaches who also provides graded readers and scripted lesson plans				
(iii) Information, training and materials to parents on poor reading standards, the importance of reading and how they can help improve reading at the school and with their children				

(f) In your opinion, what do you consider as the three most important factors/activities for literacy and language in the classroom? *(Use "1" for the highest priority, followed by "2" & "3")*

Factors / activities	<i>(Three priorities only)</i>
(i) Critical thinking among learners	
(ii) Spelling ability among learners	
(iii) Having the whole class read aloud	
(iv) Understanding of phonics and letter blends among learners	
(v) Using a whole-language approach in class	
(vi) Comprehension skills among learners	

(g) In the past five school days, how often have you asked each learner to read previously unseen text out loud individually?

A number of times every day	Once every day	Every 2-3 days	Once in the 5 days	Never

(h) In the past five school days, how often have you engaged in one-on-one teacher-to-learner assessment/s?

A number of times every day	Once every day	Every 2-3 days	Once in the 5 days	Never

(i) In your opinion, at the end of which grade should a learner be able to read a previously unseen Setswana paragraph of about 50 commonly used words fluently and with comprehension within one minute.

(Select one option only)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6

(j) Which proportion of learners in your school could actually read Setswana fluently at the end of Grade 3?

(Select one option only)

None	1%-25%	26%-50%	51%-75%	75%-99%	Everyone

(k) Do you as Foundation Phase teacher put learners in separate groups in your class according to their reading proficiency?      \_\_\_ Yes;      \_\_\_ Sometimes;      \_\_\_ No

#### 6. Continuous development and support:

(a) How often during the previous year (2014) have you received professional support or engaged in self-development activities related to the teaching of reading from the following sources?

Source of development	Every week	Every month	Every term	Every semester	Once	Never
(i) Opportunities from outside the school, e.g., circuit, district, provincial staff, other schools, NGOs						
(ii) Internal forms of instructional support from senior teachers, principal, colleagues, etc.						

(b) How would you rate the CAPS language training and development courses that you have received over the previous two years?

In relation to the <u>volume</u> / sufficiency of the training					
Training content	Far too little	Too little	Just enough	Far too much	Got none
Setswana as language					
How to teach Setswana					
In relation to the <u>relevance</u> of the training					
Training content	Very poor	Poor	Good	Very good	Got none
Setswana as language					
How to teach Setswana					

(c) (i) Are you currently engaged in further studies/capacity development related to Foundation Phase teaching (including language teaching)? ☐ Yes ☐ No

(ii) If yes, please note the level and focus of such study/development.

Subject/field	N.a./ Not covered	Grade 12	Post-matric / teaching certificate	Diploma (3-year)	Diploma (4-year)	First degree / B. Ed. (3-year)	4-year degree (including PGCE)	Honours degree	Master's degree	Doctoral degree
(i) Setswana as language										
(ii) How to teach Setswana										
(iii) Other										

**Thank you for your time and effort!**



(The data-collector completes the remaining information focusing on observation, document review and related evaluation.)

## Classroom Observation

### To the Data Collector:

Record the name of the school and teacher here to enable linking the detached observation administration and information back to the Teacher Questionnaire again:

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade & Class: \_\_\_\_\_

Unique linking Teacher ID number: [ \_\_\_\_\_ ]

### 7. Reading fluency exercise

(a) Ask and record if the teacher will be prepared to complete a simple reading assessment in Setswana, which involves reading fluency / speed and locating a few pieces of information. \_\_\_\_ Yes \_\_\_\_ No

*(Administer the separate reading fluency exercise now. Make sure to record the teacher's school, name and class on the completed work sheet and to re-attach it to this document.)*

### 8. Observation of sufficiency of facilities and materials

(a) The data collector records his/her description of the general maintenance and upkeep of the classroom below.









\_\_\_\_ (i) Well-maintained, clean and neat

\_\_\_\_ (ii) Satisfactory, with some signs of disrepair and/or untidiness

\_\_\_\_ (iii) State of disrepair and/or general untidiness (e.g., litter, many broken windows, etc.)

(b) Rate the existence, sufficiency and quality of the classroom infrastructure, facilities and materials as indicated in the table. Where relevant, also indicate how many pieces are displayed (see [\_\_\_\_]). Materials should be appropriate for the grade, visually meaningful and readable to learners sitting at their desks.

*(Data collector inserts an "X" in each row. The rating key appears in the table.)*

Facility <u>[Number of pieces displayed]</u>	Key							
								
<b>Electricity</b>	Not connected	Too few plugs and lights	In between	Ample plugs and lights				
<b>Lighting / windows</b>	Dark, gloomy	Poor light	Average light	Bright				
<b>Ventilation and temperature</b>	Very stuffy	A little stuffy	Average	Fresh air				
<b>Learner desks / chairs</b>	Not enough for even half	Enough for about half	Enough for 75% or more	Enough for everyone				
<b>Teacher desk / chair</b>	None	Too small; in poor state	Average	Abundant space				
<b>Overall space</b>	Way too small	Too small	Acceptable	Ample space				
<b>Sufficient and secure storage / shelving</b>	None	Far too little; can't lock	Average	Enough; lockable				
<b>Chalkboard, chalk &amp; eraser</b>	None	Poor state	Average	Good state				
<b>Adhesives / Prestik</b>	None	Too little	Average	Enough				
<b>Reading corner / box library [____]</b>	None	Small, dated	In between	Well stocked				
<b>DBE-supplied CAPS workbooks [____]</b>	None	Shared by 4+ learners	Shared by 2-3 learners	Every learner has own				

Facility [Number of pieces displayed]	Key							
Displays of learner work [ ]	None, very poor quality, outdated, not relevant to Grade 1, very few learners can see them	Minimal, poor quality, dated, not fully relevant to Grade 1, few can see them well	In between, average numbers, relevant, at least half the learners can see them well	Well stocked, good quality, relevant to Grade 1, all learners can see them.				
Commercial wall charts [ ]								
Wall charts by teacher [ ]								
Alphabet (& vowel) charts [ ]								
Letter-sound and decoding tools [ ]								
High frequency word charts [ ]								

(c) Indicate the percentages of displayed language materials according to the languages they are in.

(Ensure the percentages add up to 100%)

\_\_\_\_% in Setswana \_\_\_\_% in English \_\_\_\_% in Afrikaans \_\_\_\_% in other languages

(d) How available are copies of the following Setswana books to learners?

Item	Teacher copy only	One for more than two learners	One for two learners	One per learner
Workbooks				
Graded readers				

### DOCUMENT REVIEW

9. The data-collector records the following information on review of the relevant documentation:

(a) Try to establish from the teacher or, if necessary, the Phase Organiser or Head of Department, how frequently someone from school management monitors teacher delivery of the language curriculum. Rate this on the basis of tangible records or evidence from 2014. Such records may cover discussions, control of lesson plans, work schedules, learner books, assessment tasks, and assessment mark sheets or records, and class observations/visits.

Never	Once a year	Every semester	Every term	Every month	Every week

(b) When did the teacher join this school? \_\_\_\_\_

(c) Provide information about the periods during which the teacher taught Grade 1 learners:

(i) Most recent period: from \_\_\_\_\_ (month) \_\_\_\_ (year) to \_\_\_\_\_ (month) \_\_\_\_ (year)

(ii) Previous period: from \_\_\_\_\_ (month) \_\_\_\_ (year) to \_\_\_\_\_ (month) \_\_\_\_ (year)

(iii) Previous period: from \_\_\_\_\_ (month) \_\_\_\_ (year) to \_\_\_\_\_ (month) \_\_\_\_ (year)

**Thank you for your time and effort!**