

Teacher and Classroom Instrument Pack (Wave 3M – End-line)

- Interview/Questionnaire items
- Reading Fluency Exercise
- Classroom Observation Schedule
- Document Review Schedule

**Evaluation of Early-Grade Reading Study in North-West
Province**

Label

Teacher and class

QUESTIONNAIRE
1. Identifying information:

(a) School name: _____

 (b) School's EMIS number:

6	0	0	1					
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(c) Teacher's name: _____

 (d) Teacher contact details: Tel:

0									
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 Cell:

0									
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 (e) Name of Grade 2 class: Gr 2 ____ (e.g., Gr 2 A, Gr 2-i, etc)

 (f) Date of data-collection visit:

d	d	m	m	y	y	y	y
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(g) Information collected by: _____

2. Demographic characteristics, workload, etc:

(a) Age of teacher at last birthday: _____

 (b) Sex: Male

1

 Female

2

(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? _____

 (d) 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	1-60	61-180	More than 180	0	1-60	61-180	More than 180
Administration	0	1	2	3	0	1	2	3
Lesson preparation	0	1	2	3	0	1	2	3
Tests / assessment (including marking)	0	1	2	3	0	1	2	3

(e) In the last 10 working days, how many days were you not at school / in your class? _____ days

(If "0" days, skip "(f)" and continue with Question 3)

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

1) Illness	2) Personal leave	3) Teacher training	4) Official meetings	5) Extramural activity	6) Union activities	7) Other

3. Expertise and experience:

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

(Insert "X" at all appropriate options – i.e., one per row)

Qualifications (education and teaching specific)	Yes	No
(i) Finished a post-matric teaching certificate (maximum 2 years)	1	2
(ii) Finished a 3-year teaching diploma	1	2
(iii) Finished a 4-year teaching diploma (may include FDE, ACE - See #)	1	2
(iv) Finished a three-year teaching degree (may include a B Ed)	1	2
(v) Finished a four-year teaching degree (may include PGCE – See #)	1	2
(vi) Finished post-graduate (Honours, Master's or Doctoral) degree in education	1	2

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

(i) Indicate in which year _____ *(for the highest qualification only)*

(b) Overall, how many years of teaching experience do you have? _____ years

(c) How many years have you been teaching at the Foundation Phase? _____ years

(d) Is your class a multi-grade class? Yes No

4. Language proficiency:

(a) How many books have you read this year? *(Exclude magazines)* _____ books

(b) What is the title of the latest book that you read? _____

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	More often
(i) Letter/note to teacher	1	2	3	4
(ii) Parents arrive unannounced	1	2	3	4
(iii) Messages per cellphone	1	2	3	4
(iv) Cell- or telephone call	1	2	3	4
(v) Parent-teacher evening/day	1	2	3	4

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

Type of learning material	Never	Once or twice a year	About once a term	About once a month	About once a week	Nearly every day
(i) Readers	1	2	3	4	5	6
(ii) Setswana homework assignment	1	2	3	4	5	6
(iii) DBE/CAPS Workbooks	1	2	3	4	5	6

(c) How much do the following factors affect your capacity to provide good language teaching and learning?

Factor	A lot	Somewhat	Not that much	Not at all
(i) Shortages of language work/textbooks for every learner	1	2	3	4
(ii) Shortages of readers (or library books) for every learner	1	2	3	4
(iii) Lack of discipline among learners	1	2	3	4
(iv) Learner absenteeism / late-coming	1	2	3	4
(v) Inadequate workspace / too many learners in the classroom	1	2	3	4
(vi) Lack of parental support to their children's learning	1	2	3	4

(d) Which one of the following types of intervention would be most helpful to you as teacher to create a large improvement in Setswana literacy and language proficiency among your learners?

Intervention	Select only <u>one</u>
(i) A good training course to equip teachers for teaching reading in Setswana	1
(ii) Monthly coaching at school by specialist reading coaches	2
(iii) Additional Setswana reading booklets	4
(iv) Scripted lesson plans aligned to the curriculum and to reading materials	5

(e) How often do you listen to each individual learner reading aloud in Setswana?

Never	Once a term	About once a month	About once a week	Nearly every day
1	2	3	4	5

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

Never	Once in the 5 days	Every 2-3 days	Once every day	A number of times every day
1	2	3	4	5

(g) Out of every 10 **Grade 2** learners in your class, how many can read more than **10** Setswana words per minute? *(Select **one** option only)*

None	1 or 2	3 to 5	6 to 8	9 or 10
0	1	2	3	4

(h) Out of every 10 **Grade 2** learners in your class, how many can read more than **25** Setswana words per minute? *(Select **one** option only)*

None	1 or 2	3 to 5	6 to 8	9 or 10
0	1	2	3	4

(i) Do you group the learners in your class according to their reading proficiency? Yes No

(j) How often do you do the following activities in your home language literacy lessons? *(Select **one** option in each row)*

Activity	Twice a day	Every day	2-4 times per week	Once a week	Less than once a week
(i) Group-guided reading	0	1	2	3	4
(ii) Spelling test	0	1	2	3	4
(iii) Phonics	0	1	2	3	4
(iv) Shared reading	0	1	2	3	4
(v) Creative writing	0	1	2	3	4

(k) When teaching a phonics sound, how many times do you repeat the sound? *(Select **one** option only)*

Once	Three times	Five times	Until all learners can repeat it
1	2	3	4

(l) How strongly do you agree with the following statements? *(Select **one** option in each row)*

Statement	Disagree strongly	Disagree a bit	Agree a bit	Agree strongly
(i) I feel supported and recognised for my work	1	2	3	4
(ii) I regularly meet with people who provide mentoring and curriculum support	1	2	3	4

(m) At the start of this year, how many of the children in your class were well prepared for Grade 2 in terms of their Setswana literacy ability? *(Select **one** option only)*

None	Only a few	About half	Most of them	All of them
0	1	2	3	4

6. Continuous development and support:

(a) In this year (2016), have you received professional in-service teacher training on how to teach Setswana as home language? Yes No

- (b) In this year (2016), have you received professional in-service teacher training on how to teach English as First Additional Language (EFAL)?

 Yes No

- (c) How much literacy training and support did you receive this year on how to improve your teaching of Setswana as home (or first) language?

Received none	Far too little	Too little	Just enough	Far too much
0	1	2	3	4

- (d) What was the quality of that support?

Received none	Very poor	Poor	Good	Very good
0	1	2	3	4

- (e) How often do the following persons meet with Grade 1 teachers to discuss the curriculum and Setswana language instruction with you?

Person	Never	Once a year	Once a semester	Once a term	Once a month	Once a week
School principal	1	2	3	4	5	6
Head of Department	1	2	3	4	5	6
Subject Advisor*	1	2	3	4	5	6

* That is, any Curriculum Implementers or other designated such officials from the District or Circuit Office

- (f) Do you as Setswana language teachers have cluster meetings or meet as communities of practice?

 Yes No

- (g) Do you ever receive or borrow lesson plans from teachers at other schools?

 Yes No

- (h) Do you ever share your lesson plans with teachers at other schools?

 Yes No

7. Reading fluency exercise

- (a) Ask and record if the teacher will be prepared to complete a simple reading assessment in Setswana (to be used only for research purposes), which involves reading fluency/speed and locating some information.

Teacher's response about being prepared to do the reading fluency exercise.

 Yes No

- (b) Administer the separate reading fluency exercise now. Hand the teacher the reading passage, and after the one minute of silent reading, establish and record the number of words that she read here:

Teacher read _____ words.

Note the time in seconds if the teacher took less than 60 seconds to read the whole passage: _____

(c) Dipotso tsa Tekatlhaloganyo

To the teacher: Please select **one** answer each time by putting an “x” in the appropriate space.

1. Goreng mokapelo wa mmui a batla gore a ntshe mpa?	
Gonne ga a sa mo tshwanelajaaka pele	1
Gonne a ka se kgone go tlhokomela ngwana yo mongwe	2
Gonne o a mo tlhorisa	3
Gonne ga a a rutega	4

2. Ke eng se se kgalhanong le tumelo ya mmui?	
Go ntsha mpa	1
Go ratana	2
Go tlhala motho	3
Go tsiediwa	4

3. Nopola polelo e e kayang go naya motho ditsholofetso tse di feteletseng.	
Ra boela ra tsosolosa lerato la rona	1
O tla mpaya molato mo isagong	2
O ne a ntshepitse legodimo le lefatshe	3
Rre yo o na le maikaelelo ka nna	4

4. Ke leele le le fe le le tlhalosang go rata motho thata?	
Go tshepisa lefatshe	1
Go gakalela	2
Go tshitshinya	3
Go swa o ikepela	4

5. Mmui o sentse nako e ntsi a nagana eng?	
Gore mokapelo wa gagwe o na le maikaelelo ka ene	1
Gore mokapelo o na le bana ba bangwe	2
Gore ba tsosolosa lerato la bona	3
Gore o na le letlhoo	4

6. Mmui o nagana gore go tlile go diragala eng fa a ka ntsha mpa?	
Mokapelo wa gagwe o tlile go mo nyala	1
Mokapelo wa gagwe o tlile go mmaya phoso mo isagong	2
Mokapelo wa gagwe o tlile go ba tlhokomela	3
Mokapelo wa gagwe o tlile go ipolaya	4

7. Mmui a re o amogetse eng?		
	Gore bophelo bo thata	1
	Gore mokapelo wa gagwe ga a mo rate.	2
	Gore o ne a mo tshegets	3
	Gore o ne a tshitshinya gore a ntshe mpa	4

8. Ke tshegetso ya eng e mmui a neng a e naya mokapelo wa gagwe?		
	Tshegetso ya tshholofetso	1
	Tshegetso ya lerato	2
	Tshegetso ya tlhokomelo	3
	Tshegetso ya madi	4

9. Goreng mmui a na le letlhoo le tenego mo banneng?		
	Ka ntlha ya go ima	1
	Ka ntlha ya ditsholofetso	2
	Ka ntlha ya mokapelo wa gagwe	3
	Ka ntlha ya tshegetso	4

10. Ke maikano a fe a mmui a a gatelelang?		
	Gore ga a kitla a ratana	1
	Gore ga a kitla a bolaya ngwana wa gagwe	2
	Gore ga a kitla a nyalwa	3
	Gore ga a kitla a solofela	4

Thank you for your time, effort and the information so far!

The few remaining observation and document review items are completed next.

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

Classroom Observation

8. Observation of classroom facilities and materials

(a) Describe the general maintenance and upkeep of the teacher's classroom.

Strong state of disrepair / general untidiness (e.g., litter, many broken windows, etc.)	Moderate signs of disrepair / untidiness	Minor signs of disrepair / untidiness	Well-maintained, clean, neat
1	2	3	4

(b) Rate the existence, sufficiency and quality of the classroom infrastructure, facilities and materials as indicated in the table.

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

Facility	Key							
(i) Lighting / windows	Dark, gloomy	Poor light	Average light	Bright	1	2	3	4
(ii) Learner desks / chairs	Not enough for even half	Enough for about half	Enough for 75% or more	Enough for everyone	1	2	3	4
(iii) Overall space	Way too small	Too small	Acceptable	Ample space	1	2	3	4
(iv) Chalkboard, chalk & eraser	None	Poor state	Average	Good state	1	2	3	4
(v) Reading corner / box library	None	Small, dated	In between	Well stocked	1	2	3	4
(vi) DBE workbooks	None	Shared by 4+ learners	Shared by 2-3 learners	Every learner has own	1	2	3	4
(vii) Graded readers	None	Shared by 4+ learners	Shared by 2-3 learners	Every learner has own	1	2	3	4
(viii) Setswana wall charts / posters	None, very poor quality, outdated, not relevant to Grade 2, very few learners can see them	Minimal, poor quality, dated, not fully relevant to Grade 2, 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 2, all learners can see them.	1	2	3	4
(ix) Picture wall charts/ posters (no words)					1	2	3	4
(x) Flash cards displayed on classroom walls	None	A few	Many	Many and in good condition	1	2	3	4

Document Review

9. Ask the teacher if she has a learner mark book or mark sheets showing her Grade 2 learners' Setswana literacy and reading assessment marks, and indicate below if she could show you such a book or sheets with the relevant learner marks.

 Yes

 No

10. How many assessment tasks are recorded (with complete marks for the class) in the assessment records?

_____ tasks

11. Ask to see the list/s of reading groups, and rate that/them as requested below. *(Select **one** option only)*

The teacher says there is none	The teacher could not show it	The teacher showed the list but they were not displayed on the wall	The lists are displayed on the wall
<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

12. Ask the teacher to select, **from the 20 learners** for whom the test administrator is completing the Setswana assessment today, **one** of the most proficient learners in her own Grade 2 class. Then request to see that learner's (a) exercise book/s and (b) DBE workbook/s which will have all the work that the learner has done **since 18 July 2016** in them.

(a) The name and surname of this Grade 2 learner is _____

(b) The learner's unique HSRC Learner ID number (on his/her test answer sheet/booklet) is _____

13. Please count and record the following work that appears in this learner's exercise book since 18 July 2016:

Type of content counted	Nr
(a) The overall number of days on which the learner completed any exercises since 18 July 2016.	<input type="text"/>
(b) The number of days involving writing* exercises completed by the learner since this date.	<input type="text"/>
(c) The number of days involving exercises comprising the writing of at least one full sentence .	<input type="text"/>

* This is when the learner wrote at least one letter in an exercise.

14. Was there evidence of learner work being completed on the listed pages in this learner's DBE workbook?

(i) Page 11		(ii) Page 18		(iii) Page 36	
Yes	No	Yes	No	Yes	No
<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="2"/>

* This is when the learner wrote at least one letter in an exercise.

15. How many of the total number of exercises were marked / signed by the teacher?

None / almost none	Fewer than half	More than half	All / almost all
1	2	3	4

16. When the learner did not get the answer completely correct, how often did the teacher provide the correct answer in the learner book?
(Select **one** option only)

None / almost none	Fewer than half	More than half	All / almost all
1	2	3	4

Thank you for your time and effort!