

Teacher and Classroom Instrument Pack (Wave 2 - Midline)

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

**Evaluation of three Early-Grade Reading Interventions
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 1 class: Gr 1 ____ (e.g., Gr 1 A, Gr 1-ii, 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?

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

_____ days

(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 ☐ 1 No ☐ 2

(e) When did you begin teaching Grade 1 at this school?

(Select one option only)

More than 5 years ago	Between 1 and 5 years ago	At the start of 2015	After April 2015
1	2	3	4

4. Language proficiency:

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

None	1-4	5-10	11-16	More than 16
0	1	2	3	4

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

(c) How many minutes or 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
1	2	3	4	5	6	7	8

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) Language textbooks	1	2	3	4	5	6
(ii) Readers	1	2	3	4	5	6
(iii) Self-compiled language work sheets	1	2	3	4	5	6
(iv) Setswana homework assignment	1	2	3	4	5	6
(v) DBE/CAPS Workbooks	1	2	3	4	5	6
(vi) Other language material (e.g., newspapers)	1	2	3	4	5	6

- (c) 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	

- (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) Training for Grade 1 parents on the importance of reading and how they can help	3
(iv) Additional Setswana reading booklets	4
(v) Scripted lesson plans aligned to the curriculum and to reading materials	5

- (e) 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	(Three priorities only)
(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	

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

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) 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

- (h) 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
1	2	3	4	5	6

- (i) Out of every 10 **Grade 3** learners in your school, how many can already read Setswana fluently?

(Select one option only)

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

- (j) Out of every 10 **Grade 1** 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

- (k) Out of every 10 **Grade 1** 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

- (l) Do you group the learners in your class according to their reading proficiency?

Yes	1	No	2
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6. Continuous development and support:

(a) In this year (2015), have you received professional in-service teacher training on how to teach Setswana as home language? *(Include training by Class Act.)* Yes No

(b) In this year (2015), have you received professional in-service teacher training on how to teach English as First Additional Language (EFAL)? Yes No

(c) How would you rate the literacy training and support that you have received this year on how to improve your teaching of Setswana as home (or first) language?

(i) In relation to the <u>volume</u> / sufficiency of the training				
Received none	Far too little	Too little	Just enough	Far too much
0	1	2	3	4
(ii) In relation to the <u>relevance</u> of the training				
Received none	Very poor	Poor	Good	Very good
0	1	2	3	4

(d) 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						
Subject Advisor*						

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

(e) Do you as Setswana language teachers have cluster meetings or meet as communities of practice? Yes No

(f) Do you ever share lessons plans with or receive lesson plans from 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 Tekatlhologanyo

To the teacher: Please select **one** answer each time by putting an “✖” 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 kgatlhanong 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 ntshepitsitse 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 tshegetsa	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.

State of disrepair and/or general untidiness (e.g., litter, many broken windows, etc.)	Satisfactory, with some signs of disrepair and/or untidiness	Well-maintained, clean and neat
1	2	3

(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							
Lighting / windows	Dark, gloomy	Poor light	Average light	Bright	1	2	3	4
Ventilation	Very stuffy	A little stuffy	Average	Enough fresh air	1	2	3	4
Learner desks / chairs	Not enough for even half	Enough for about half	Enough for 75% or more	Enough for everyone	1	2	3	4
Overall space	Way too small	Too small	Acceptable	Ample space	1	2	3	4
Sufficient and secure storage / shelving	None	Far too little; can't lock	Average	Enough; lockable	1	2	3	4
Chalkboard, chalk & eraser	None	Poor state	Average	Good state	1	2	3	4
Reading corner / box library	None	Small, dated	In between	Well stocked	1	2	3	4
DBE-supplied CAPS workbooks	None	Shared by 4+ learners	Shared by 2-3 learners	Every learner has own	1	2	3	4
Setswana wall charts / posters	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.	1	2	3	4
English wall charts / posters					1	2	3	4
Picture wall charts/ posters (no words)					1	2	3	4

(c) 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	1	2	3	4
Graded readers	1	2	3	4

Document Review

9. Ask the teacher if she has a learner mark book or mark sheets showing her Grade 1 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. Ask the teacher to select, **from the 20 learners** for whom the SDC test administrator is completing the Setswana assessment today, **one** of the most proficient learners in her own Grade 1 class. Then request to see that learner's (a) exercise book/s and (b) CAPS work book/s which will have all the work that the learner has done **since 20 July 2015** in them.

(a) The name and surname of this Grade 1 learner is _____

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

11. Please count and record the following work that appears in this learner's exercise book since 20 July 2015:

Type of content counted	Nr
(a) The overall number of days on which the learner completed any exercises since 20 July 2015.	
(b) The number of days involving writing* exercises completed by the learner since this date.	
(c) The number of days involving exercises comprising the writing of at least one full sentence .	

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

12. Please count and record the following work that appears in this learner's DBE colour-printed CAPS work book/s since 20 July 2015:

(Note that the learner is most likely to have worked in separate CAPS workbooks in the 3rd and 4th quarters.)

Type of content counted	Nr
(a) The overall number of days on which the learner completed any exercises since 20 July 2015.	
(b) The number of days involving writing* exercises completed by the learner since this date.	
(c) The number of days involving exercises comprising the writing of at least one full sentence .	

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

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

Fewer than 1 out of every 3	1 to 2 out of every 3	More than 2 out of every 3
<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

Thank you for your time and effort!