

Complementary Educational Program for Beginner English in Rural Ghana
Observer Assessment

ACCESS Program Review-Form C
(Prepared for U.S. Department of State)
Classroom Observation

Observer's Name: _____ Date: _____
 Facilitator: _____ Community: _____
 Unit & Lesson # observed: _____ Amount of time observed: _____ (hours or minutes)
 Number of pupils present: _____ boys _____ girls
 All six (6) parts of the CEP lesson were implemented: yes no Circle missing parts:
 (1) Topic (2) Objectives (3) Vocabulary (4) Listening (5) Shared reading & writing (6) Review
 Did learners have the opportunity to participate in all activities outlined in today's lesson?
 yes no If no, please explain which activities and why not.

Topic and Objectives Presentation	Excellent	Good	Satisfactory	Poor	Did not do
1. Presentation of topics with picture and native language support, as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Presentation of objective with native language support, as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on items 1-2:					
Vocabulary Presentation & Development	Excellent	Good	Satisfactory	Poor	Did not do
3. Presentation of vocabulary with pictures, where possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use of native language when presenting vocabulary, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstration of Do You Have? Guessing game, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use of time for Do You Have? guessing game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstration of how to make Four Corners Vocabulary Cards, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Use of time for pupils to make Four Corners Vocabulary Cards, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstration of how to use Four Corners Vocabulary Cards, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Use of time for pupils to practice Four Corners Vocabulary Cards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on items 3-10.					
Listening	Excellent	Good	Satisfactory	Poor	Did not do
11. Use of time for pupils to listen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Explanation of listening objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on items 11-12					
Shared Writing & Reading, Review	Excellent	Good	Satisfactory	Poor	Did not do
13. Demonstration of writing activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Demonstration of reading activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Use of time for pupils to review vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on items 13-15:					

Write responses below each question:

- Based on your observations, which specific activities were most useful in helping learners understand today's lesson?
- Describe any challenges or difficulties the facilitator or pupils encountered during this lesson.
- What were the facilitator's strengths and/or what did he/she do well?
- Describe any elements of instruction that could be improved.
- Do you have any suggestions for improving this lesson's activities or content? Please explain.
- Based on your classroom observation, discussion with the facilitator, and review of the facilitator's self-assessment forms, list any follow-up actions to be taken by either the instructor or the supervisor.

Above instrument developed by Ari Sherris,
Center for Applied Linguistics

Instrument on the right developed by Mary Lou McCloskey
and Janet Orr.

Instructions to evaluator: Complete this form as you observe ½ - 1 hour of instruction.

I. Facilities

- Facilities (location where class was conducted)
 - Classroom _____
 - Conference room _____
 - Other _____ (describe) _____
 - Comments _____
- Room arrangements observed (check those observed)
 - Rows facing teacher _____
 - Horseshoe variation _____
 - Tables/desks arranged in small groups/pairs _____
 - Other _____ (describe) _____
 - Comments _____
- Room comfort
 - Room is ventilated by windows _____
 - Room is ventilated with fan _____
 - Air conditioning is available _____
 - Heating is available _____
 - Other: _____
 - Comments _____
- Classroom equipment available in the class:
 - Chalkboard/chalk _____
 - Whiteboard/markers _____
 - Record player/CD player _____
 - Video or DVD player _____
 - Computer _____
 - Textbooks _____
 - English Language Texts: fiction, non-fiction, magazines _____
 - Other (Describe) _____

II Classroom Management and Instruction

- Classroom orderliness and control (Circle one number)
 Orderly and structured _____ very disorderly _____
 4 _____ 3 _____ 2 _____ 1 _____
 Comments: _____
- Student participation
 Students actively participating _____ Students passive _____
 4 _____ 3 _____ 2 _____ 1 _____
 Comments _____
- Student engagement:
 Students engaged and attentive _____ students inattentive _____
 4 _____ 3 _____ 2 _____ 1 _____
 Comments _____
- Lesson Parts observed (circle)
 - Introduction / motivation _____
 - Review of previous work _____
 - Goals/objectives stated, _____
 - Instruction/modeling of new content _____
 - Student practice opportunities _____
 - Review/summary/application of learning _____
 Comments: _____
- Materials and equipment observed in use:
 - Chalkboard/chalk _____
 - Whiteboard/markers _____
 - Record player/CD player _____
 - Video or DVD player _____
 - Computer _____
 - Textbooks title _____
 - Other _____
 Comments: _____
- Teacher preparation
 Teacher prepared _____ teacher unprepared _____
 4 _____ 3 _____ 2 _____ 1 _____
 Comments: _____
- Lesson Presentation: Instructional strategies observed in use (circle)
 - Lecture _____
 - Direct instruction _____
 - Pairwork _____
 - Cooperative groups _____
 - Role play _____
 - Total physical response _____
 - Games _____
 - Music _____
 - Other _____

McCloskey & Orr

Form C: Classroom Checklist

Resources:

- Davies, L. and Harber, C. (2002) *School Management and Effectiveness in Developing Countries: The Post-bureaucratic School* London: Continuum Press
- Hoffman, J.V. & Rutherford, W. (1984). Effective Reading Programs: A critical review of earlier studies. *Reading Research Quarterly*, 20, 79-92.
- READ Education Trust website <http://www.read.org.za/>
- Sailors, M., Hoffman, J.V., & Mattee, B. (2007). South African schools that promote literacy learning with students from low-income communities. *Reading Research Quarterly*, 42:3, 364-387.
- Sailors, M., Hoffman, J.V., Mattee, B., Pearson, P.D. & Beretvas, S.N. (2007). Evaluating the impact of the “Learning for Living” Project in the development of the literacy skills of learners in low income communities in South Africa: Lessons Learned. *The Enterprise of Education*. Charlotte, NC: Information Age Publishing. P.121-143
- UNESCO. (January 19, 2010). *EFA Global Monitoring Report*. <http://www.unesco.org/en/efareport/reports/2010-marginalization/>

Snapshot of School Management Effectiveness (SSME) developed by USAID

Education Data for Decision Making lead by RTI International. <https://www.eddataglobal.org/resunits/index.cfm> or <https://www.eddataglobal.org/documents/index.cfm?fuseaction=showdir&ruid=8&statusID=3>

Sample page from SSME: Principal Interview Instrument. P. 7

SSME CLASSROOM ACTIVITY GRID			
CAG7	CLASSROOM		
CAG8	SCHOOL NAME		
CAG9	SCHOOL CODE		
CAG10	INTERVIEWER NAME		
CAG11	INTERVIEWER CODE		
	Record Time	OBS 1	OBS 2 OBS 3
TEACHER ACTIVITY (Indicate with check (v) if observed)			
CAG12	Teacher present in room?		
CAG13	Teacher engaged in "pure" lecturing?		
CAG14	Teacher writing on board?		
CAG15	Teacher leading group memorization of facts?		
CAG16	Teacher leading interactive skills practice in large or small groups?		
CAG17	Teacher monitoring individual student reading/reciting out loud to class		
CAG18	Teacher monitoring whole class reading out loud		
CAG19	Teacher monitoring students at work in groups?		
CAG20	Teacher monitoring students working individually?		
CAG21	Teacher working with individual students?		
CAG22	Teacher overseeing students engaged in education game such as multiplication Bingo		
CAG23	Teacher disciplining student(s)?		
CAG24	Teacher doing desk work?		
CAG25	Teacher talking with other staff?		
CAG26	Other? Explain.		
STUDENT ACTIVITY (Indicate with (I = One student; S = Some students; M = Most or all students) if observed)			
CAG27	Student talk related to the lesson (presentation, Q&A, discussion)?		
CAG28	Students listening to teacher lecture?		
CAG29	Students working in groups?		
CAG30	Students working individually: working/writing in notebooks?		
CAG31	Students working individually: reading silently?		
CAG32	Student(s) explaining a problem at blackboard?		
CAG33	Students participating in memorization of facts?		
CAG34	Students participating in skills practice (collectively or individually)		
CAG35	Some students helping each other?		
CAG36	Individual students reading out loud		
CAG37	Students reading out loud as a group		
CAG38	Student(s) engaged in education games?		
CAG39	Student(s) engaged in social interaction?		
	OTHER		

HT53	How often do you, the vice principal, or grade coordinator visit classrooms informally?	Never 0 Once a year 1 Once every 2-3 months 2 Once every month 3 Once every two weeks 4 Once every week 5 Daily 6 Don't Know 88 Refuse 99									
HT54	If you are very dissatisfied with a teacher's performance would it be possible to have him or her dismissed?	Yes 1 No 0 → SKIP TO HT56 Don't Know 88 Refuse 99									
HT55	How long does it take to get a teacher dismissed?	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td> </td> <td> </td> <td>weeks</td> </tr> <tr> <td> </td> <td> </td> <td>months</td> </tr> <tr> <td> </td> <td> </td> <td>Years/Years</td> </tr> </table>			weeks			months			Years/Years
		weeks									
		months									
		Years/Years									
HT56	How do you know whether your students are progressing? [DO NOT READ RESPONSES - CIRCLE 1 FOR THOSE MENTIONED]	Yes									
HT56.01	Classroom observation	1									
HT56.02	Monitor students' results on tests given by teachers	1									
HT56.03	Evaluate children orally myself	1									
HT56.04	Review children's assignments or homework	1									
HT56.05	Teachers provide me progress reports	1									
HT56.06	End of term evaluations	1									
HT56.07	Other	1									
HT56.07a	Specify: _____										
HT56.08	Don't Know	88									
HT56.09	Refuse	99									
HT57	At the beginning of this school year, did your school have the appropriate number of textbooks for your students, according to current Ministry policy?	Yes 1 → SKIP TO HT59 No 0 Don't Know 88 Refuse 99									