Annexures

Classroom Observation Template

Addendum to Classroom Observation Template Draft 2019

(Adapted from Shala Siddhi, School Standards and Evaluation Framework)

परिशिष्ठ: वर्ग निरीक्षण टेम्प्लेट **2019**

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Observation focus	Indicator	Score/Mark	Score/Mark	Score/Mark
		1	**2**	**3**
Purpose SMART	**1.1**	The learning objective cannot be identified/ vague.	Teacher uses less than 3 aspects of SMART learning objectives.	Teacher formulates SMART learning objectives.
	1.2	No link between the learning objective, classroom teaching and learning outcome.	Occasionally, the link between the learning objective, classroom teaching and learning outcome is observed.	The link between the learning objective, classroom teaching and learning outcome is clear.

Student Engagement	2.1	Learners listen quietly to teachers. Engaged largely through recall and memorization. Repeat after the teacher and do not ask questions.	Few learners actively participate in meaning making through reading, thinking, writing, problem-solving, discussing, collaborative work, asking questions or hands-on activity. Rest of the students answer in chorus.	All learners are actively engaged in meaning making through reading, thinking, writing, problem-solving, discussing, collaborative work, asking questions or hands-on activity.
	2.2	Students are rarely observed taking ownership of their learning.	Students are sometimes observed taking ownership of their learning.	Students are observed taking ownership of their learning.
	2.3	Students are struggling to connect their background and experiences with lesson content.	Students are able to connect their background and experiences with lesson content in limited ways.	Students are able to connect their background and experiences with lesson content.
Pedagogy	3.1	Teacher has a weak understanding of content knowledge. Make content errors.	Teacher's content knowledge is good, but some gaps are evident. They find it hard to explain difficult concepts.	Teacher has mastery over content knowledge.

	3.2	Teacher uses only textbooks and blackboard to teach in class; sometimes get learners to copy from the blackboard; classwork is given occasionally.	Teacher has some understanding of their learners. They mostly follow the textbook but use a variety of TLM in their teaching.	Teacher understands learners and uses a variety of methods and TLM to create opportunities to address the learning needs of all children.
	3.3	Teacher does not ask questions to deepen student understanding or uncover misconceptions.	Teacher infrequently asks questions to deepen student understanding or uncover misconceptions.	Teacher asks questions to deepen student understanding or uncover misconceptions.
Classroom Environment and Culture	**4.1**	Teacher manages the class by making learners face the blackboard; instructs the class from a fixed position; ensures discipline by maintaining silence.	Teacher mostly gets the learners to sit in rows or circles. Moves around in during lessons to check on students.	Teacher uses space as per the activity, both inside and outside the classroom. Seating is flexible. Learners observe self-discipline.
	4.2	Learners' work is not displayed in class. The environment does not appear joyful.	Learners' work is displayed, but displays are not changed often. The environment is cheerful, but learning may or may not be happening.	Learners' work is always displayed and changed frequently. The environment is cheerful, and learning is happening.

	4.3	Teacher does not develop a positive teacher-student relationship. Do not actively encourage equity and inclusiveness.	Teacher establishes a positive teacher-student relationship. Occasionally tries to get non-participating students to participate.	Teacher establishes a positive teacher-student and student-student relationships. Actively promotes equity and inclusiveness in the classrooms.
Student Assessment	5.1	Teacher assesses as per applicable policy. Mostly uses summative assessments that assess rote learning and factual knowledge from the textbook.	Teacher uses a variety of activities and tasks to assess learning periodically.	Teacher uses a variety of strategies to check for student understanding like peer assessment, questioning, demonstration and individual work.
	5.2	Assessment tasks are not aligned with the content learnt in class.	Assessment tasks are sometimes aligned with the content learnt in class.	Assessment tasks are aligned with the content learnt in class.

KPALP - KP Academic Skill Matrix

Dimension	Level 1 (Novice)	Level 2 (Learner)	Level 3 (Expert)
Analyzing Assessment data to identify student learning gaps	Does not look at assessment data or only uses for reporting purposes	Begins to use assessment data to make inferences on gaps in student learning at individual and class level	Reviews assessment data and is able to co-relate inferences made from assessment data and inferences drawn from classroom observations to come up with a clear picture of gaps in student learning. Begins to use inferences to get a school level understanding of learning levels
Classroom Observation	Does not make concrete pedagogical observations Has no specific plan or focus of observation	Makes some evidence-based pedagogic observations using the 5D framework Makes classroom visits based on a rough plan	Makes comprehensive observations using the 5D framework Has a well-defined plan for classroom visits with a focus on apragat classes Draws inferences based on concrete points
Effective Feedback	Gives feedback mostly on non-academic areas Nature of Feedback is general, advisory and not actionable	Some of the feedback is on academic areas Feedback is sometimes concrete though not necessarily evidence-based	KP gives comprehensive, evidence-based based on inferences on observational data. Gives clear and actionable feedback

Follow-up and Tracking Teacher Progress	Does not track teacher progress at any time Follow-up is ad-hoc.	Tracks the progress of few teachers based on inputs given, but not for a sustained period There is follow-up but not regular and planned well	Regularly records and tracks the progress of all teachers based on inputs given Follow-up is regular and timely
Teacher Needs Identification and preparation of action plan	Does not identify teacher needs or makes plans to build capacity of teachers Does ad-hoc actions as and when he/she gets time. Does ad-hoc actions as and when he/she gets time	Occasionally is able to identify needs of a few teachers Plan systematic intervention of a few teachers based on needs identified	KP is skilled at identifying and addressing teacher needs. Plans a systemic intervention in the form of an actionable plan for addressing the needs (models lessons, provides study material and TLM/SLM aids to teacher etc)

List of Attached Documents

1. Interview Schedule - Kendra Pramukh - English & Marathi
2. Interview Schedule - Master Facilitators - English & Marathi
3. Interview Schedule - Stakeholders - English & Marathi
4. Concept Note & Agenda - Collaborative workshop discussing teacher support and career systems, programmes and policies - English
5. Executive Summary - Marathi
6. Presentation - English & Marathi