



Project Closure Report – 2019-20

Coaching For School Success – A Sustained Teacher Development Programme

Background/Introduction:

The Teacher Foundation (TTF), with the support of Global Giving and DSERT, implemented “Coaching For School Success (CFSS)” project in **Shiggaon Taluk of Haveri district**, Karnataka in June 2019. The project was aimed at empowering and enthusing School Heads and Senior teachers to make the teaching and learning effective in their schools by:

- Enhancing their personal effectiveness in leadership roles.
- Focusing on the how and why of contemporary teaching learning practices
- Creating a coaching culture in participating schools
- Developing a team of school coaches in participating schools

Objectives & Deliverables :

CFSS is designed to enable school heads and senior teachers to become effective coaches in their schools to guide and support their teachers for quality teaching learning practices. Through constant interaction with experienced facilitators, coaches become more confident about themselves, better equipped to coach their coachees in effective classroom practices and improved student learning. They are empowered to identify the need areas of teaching- learning practices and work out an action plan to bring about the change.

Following were the **deliverables** of the project:

- Baseline Study
- **10 days of training** in 4 phases that caters to personal and professional development (Phase 1 – Personal development, Phase 2, 3 & 4 – Professional development)
- **In School Support** (11 days of school based support that involves demo classes, support in designing lesson plans, supporting coaches in coaching process)
- Endline Study
- Graduation

Activities conducted during the project:

1. Baseline Study

TTF observed classroom practices of **65 teachers** (included both coach and coachees) from **16 schools**. The Baseline Study aimed at understanding the current teaching practices followed by the participating teachers in their classrooms.

2. Training:

Coaches (School heads + Senior teachers) from participating schools attended a series of workshops, conducted in 4 phases. The workshops aimed at contributing towards their **personal and professional development**.

Following workshops were conducted during the 10 days of CFSS:

- Phase 1 - Teaching as Relations (1 day) + Communication skills (2 days)
- Phase 2 - Understanding Learning (1 day) + Group work strategies (1 day) + Power of Questioning (1 day)
- Phase 3 - Active Learning strategies (1 day) + Designing Learning (1 day)
- Phase 4 - Coaching & Mentoring (2 days)

3. In School Support (School Based Support)

In School Support is a unique component of Coaching for School Success. It acts as a bridge to implement learning from the training into the school set up. It involved tasks which need to be completed by the trainees as well as the teachers in school. During this period, TTF facilitators visited schools to extend support to school heads and senior teachers and assist them during the coaching process and give feedback, suggestions and ideas for improvement.



School Support comprised the following (11 days):

- Taking stock of current status
- Classroom observations of all teachers
- Planning for improvement in teaching-learning
- Review of action plans
- Implementing pair & group work in schooling
- Implementing active learning strategies in schooling
- Review of formative assessment in school
- Lesson planning support for coaches in school
- Observation & Feedback of coaches in schooling
- Peer coach support
- Teacher support
- Taking stock of status of attendance and review of action plan

4. Endline Study

TTF facilitators observed classroom practices of **35 teachers** (including both coach and coachees) from **13 schools** and provided feedback that is **non-judgemental** in nature and helps for development. Some of the coaches and coachees were not available due to preparations for the examinations.

5. Graduation

Due to Covid-19 breakout and the entire country was under lockdown, graduation ceremony could not be organised..

Impact

TTF used Classroom Observation Rubric to observe teachers in the course of the project. The rubric identifies teachers' classroom practices at 3 levels. A score between **0.67 and 1** for each indicator suggests evidence of high teacher competence in that area. A score between **0.34 and 0.66** conveys that while there is evidence of that classroom indicator, it was not effectively practised. A score of **0.33 or less** for any indicator highlights it as a weak area because there was no evidence of it seen in class. The facilitators made informed professional judgments about rating each teacher using the rubric, based on evidence gathered during classroom observations. The data gathered, is analyzed and presented in this report, under **5 key domains** of classroom practice.

Domain One/Lesson Planning

Designing coherent teaching is at the heart of planning. It requires thoughtful construction of lessons that contain cognitively engaging learning, assessment activities and use of appropriate resources/material. A good lesson plan reflects the teacher's clarity in terms of the intended outcome of instruction. The report gives an idea about the current practices followed by the teachers, when it comes to planning a lesson.

Domain Two/Teacher-Student Interaction

Teacher-student interaction is an important factor, as it influences student behaviour, attitude towards learning and overall achievement. A teacher creates an environment conducive for learning through the ways they interact with the students and the interactions they encourage amongst the students. The report informs how teachers in the school interact with children, during lessons.

Domain Three/Teaching-Learning Methodology

The teaching-learning methodologies used by the teacher need to ensure that the students are intellectually active while learning and are not merely involved in mechanical or superficial tasks. The critical distinction between a classroom in which students are compliant and kept occupied and the one in which they are engaged is that in the latter, the students are developing their understanding through what they do and talk about. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and such stimulating activities. The report takes a close look at the various teaching-learning processes followed by the teachers during lessons.

Domain Four/Assessment

Good teaching requires both assessment *for* learning and assessment *of* learning. Assessment of learning ensures

that teachers know that students have learned the intended outcomes. Assessment for learning enables a teacher to incorporate assessments directly into the teaching process and to modify or adapt their teaching as needed to ensure student understanding. The report explores the quality of the assessment practices followed by the teachers, in classrooms.

Domain Five/Physical Classroom Environment

Effective use of the physical environment to promote student learning is the hallmark of an effective teacher. Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning. When these resources are used skillfully, students can engage with the content in a productive manner. The report explores how teachers use the classroom space to enhance learning.

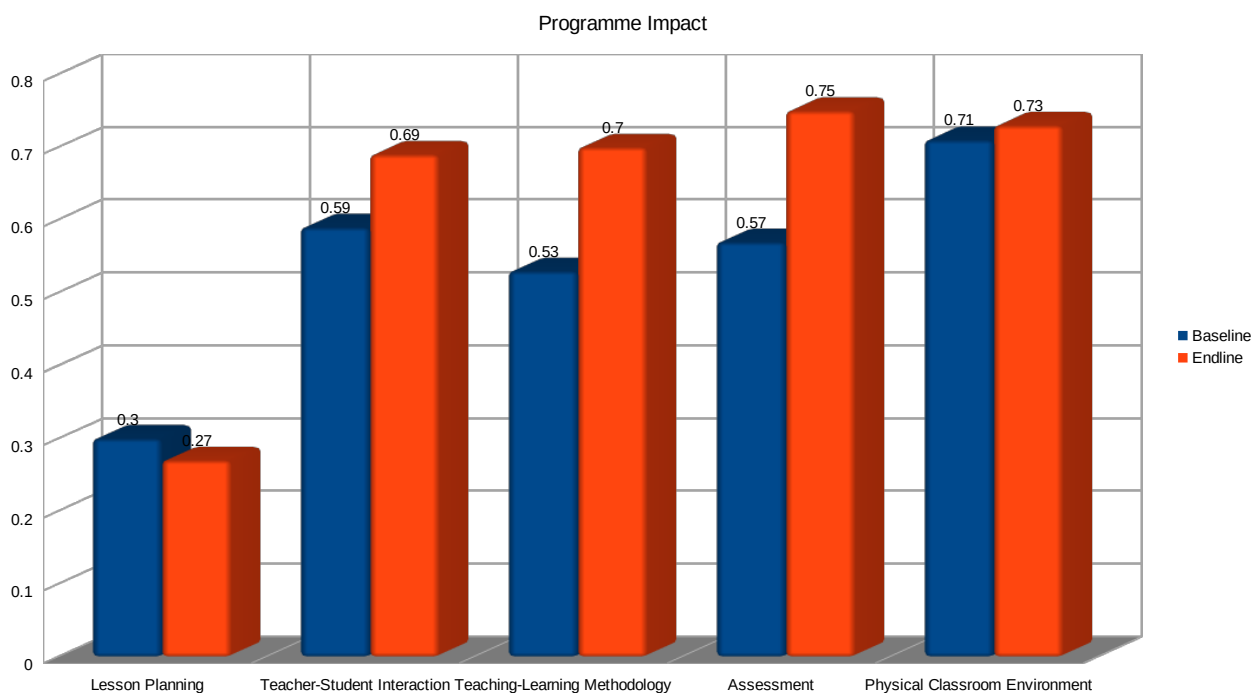
How to read the report?

38 indicators that describe expected classroom practice are categorized under the 5 Domains, mentioned above. A score and a description of the score are mentioned against each indicator, based on the classroom observations. The description of the score explains what the score means. Based on the areas identified for improvement, the report also makes a few recommendations.

The below table provides the change in each domain during baseline and endline observations.

No.	DOMAINS	BASELINE (Avg Score)	ENDLINE (Avg Score)
I	LESSON PLANNING	0.30	0.27
II	TEACHER-STUDENT INTERACTION	0.59	0.69
III	TEACHING-LEARNING METHODOLOGY	0.53	0.70
IV	ASSESSMENT	0.57	0.75
V	PHYSICAL CLASSROOM ENVIRONMENT	0.71	0.73

Comparison scores of Baseline and Endline observations is given in the graph below, for a better understanding of teacher performance and project impact.





There is a significant improvement in the Endline scores, compared to those of Baseline Scores. With the help of the graph given above, we can arrive at the following conclusions

1. There has been a major improvement (positive shift of 0.18) in '**Assessment**' practices. - Teachers are now focusing more on types of questions they ask including higher-order thinking questions that focus on student understanding.
2. The positive improvement (shift of 0.17) in the domain '**Teaching – Learning methodology**' indicates that most of the teachers have stopped lecture method, and are using group work strategies and active learning strategies effectively.
3. There has been a demonstrable change in **Teacher – Student Interaction** and **Physical Classroom Environment** - (change of 0.10 and 0.02 respectively). Their black board writing has improved, and some teachers are providing opportunities for the children to display their work in the classrooms.
4. It is also evident that teachers require more support in writing more specific lesson plans with measurable objectives. This is primarily due to the fact that some of the coachees were transferred to different schools and a new set of coachees joined the programme towards the end . They need some more time to understand various aspects of lesson planning. Coaches are working consistently towards this.

Recommendations

Though there is visible improvement visible across all domains, we recommend below mentioned points for effective student learning to take place:

1. **Write measurable learning objectives:** Teachers need to write learning objectives, keeping in mind what they want children to know and be able to do by the end of every lesson. This requires that teachers state learning objectives using observable and measurable behavioural verbs. To achieve this teachers could use Bloom's Revised Taxonomy of educational objectives as a reference point when they plan.
2. **Respond to students questions effectively:** Timely and appropriate response to students' questions is vital to keep them engaged in their learning. Teachers therefore need to be alert to students questions and use them as opportunities to initiate deeper discussions on what is being taught.
3. **Reduce teacher talk:** Teachers need to ensure that students are not overwhelmed by excessive teacher talk which makes the class one-sided and passive. They need to provide more opportunities for classroom interaction . This could be between teacher and students or among students themselves. This allows students to process learning, learn from each other and share what they know with others in the class.



Classroom Observation Report

Indicators	Baseline Study	Endline Study	What does this mean?	Change
Domain One Lesson Planning	0.27	0.26		-0.02
Learning objectives	0.15	0.19	All the learning objectives are rather broad or vague. They do not clearly describe how students will demonstrate deeper learning as a result of teaching. The learning objectives are not written in specific and measurable behavioural terms. They are not designed to encourage a balanced use of lower & higher order thinking skills. The teachers do not use ABC (Audience Behaviour & Condition) format to write the objectives.	0.05
Organization of Content	0.35	0.29	There is no logical connection visible between the learning objectives and the teaching & assessment strategies, in the lesson plans reviewed. The components of the lessons are not sequentially arranged and the teachers have not considered class size & time available while planning. The lesson plans did not mention all the content and the processes to be followed during teaching.	-0.06
Use of Resources	0.32	0.28	The lesson plans reviewed do not reflect the use of material/resources that are appropriate to the lesson and challenging for all students.	-0.03
Domain Two Teacher-student Interaction	0.58	0.68		0.10
Teacher				
Using student names	0.59	0.69	When the teachers speak to individual students, they address most of them by name. The teachers call out different students' names over the course of the period .	0.11
Teacher movement in classroom	0.63	0.69	The teachers position themselves in the classroom or move in the classroom to provide a balanced amount of attention and space to the students, depending on the task they are involved in or the kind of interaction required.	0.06
Use of language	0.92	0.92	The teachers speak in a steady, lucid and clear manner and use appropriate vocabulary as they speak.	0.00
Teacher demeanour	0.95	0.97	The teachers' tone and body language reflect genuine warmth, care and sensitivity towards students as individuals. The way the teachers interact with the students comes across as pleasant, positive and professional. It does not come across as being too friendly or too firm.	0.02
Use of eye contact	0.82	0.90	The teachers actively engage the entire class by maintaining eye contact with individuals when addressing them. The teachers also look at the entire class when speaking to the whole group.	0.08



Indicators	Baseline Study	Endline Study	What does this mean?	Change
Student engagement	0.48	0.65	The teachers are inconsistent about ensuring every student is engaged at every point during the lesson by involving them in tasks which require both student-teacher and student-student interactions. Students are therefore on-task only some of the time.	0.18
Teacher response to students' questions	0.02	0.09	If there are student questions, the teachers do not use them as opportunities to initiate deeper discussions on what is being taught. Even when there are questions that are not immediately relevant to the lesson, the teachers tend to answer them, allowing the discussion to digress and lose focus on stated learning objectives. Moreover, the teachers do not create opportunities for the students to ask questions, during the lesson.	0.07
Managing student behaviour	0.62	0.73	Teachers ensure that students are clear about classroom routines and follow them consistently. Instruction time is maximized due to efficient use of classroom routines and procedures. The pace and purposefulness of the lesson encourages students to be always on task. Teachers are able to manage transitions smoothly.	0.12
Setting behavioural expectations	0.55	0.67	It is evident that the teachers inconsistently use classroom rules to set clear behavioural expectations for students. Teacher response to student behaviour is inconsistent. Teacher monitoring of student behaviour is sometime subtle and preventive and sometimes punitive.	0.12
Student				
Student Initiative	0.23	0.49	Only some students seem to be eager to clarify their understanding of the lesson and are engaged in the task given. They are on task some of the times during the lesson.	0.26
Domain Three Teaching-Learning Methodology	0.54	0.70		0.16
Teacher				
Focus on student understanding	0.80	0.88	The teachers focus on true understanding than memorization, often asking students to explain their answers or clarify their viewpoints. The teachers give students sufficient time and opportunities to reflect on their learnings.	0.08
Quality of subject content	0.88	0.99	Teachers use age appropriate and relevant content. The teachers do not make any factual errors, while presenting the content. The teachers are accurate and displays confidence in their explanations and summarization of the lesson.	0.11



Indicators	Baseline Study	Endline Study	What does this mean?	Change
Method of giving instructions	0.58	0.82	The teachers give instructions, either for procedures, behaviour or lesson understanding, in short, simple and easy to remember steps that the students seem to absorb quickly.	0.24
Use of teaching aids	0.45	0.51	The teachers use visual aids or manipulatives. However, these are used more as attention grabbers rather than to make students think and enhance their learning.	0.06
Opportunities for clarification	0.51	0.60	The teachers forget to pause during the lesson to clarify doubts. Though students are initially made aware that they will be given time to ask questions, teachers do not give them any time and/or they are not always encouraged to write down questions they may have, to ask at an appointed time.	0.09
Linking lesson to previous knowledge	0.67	0.78	The teachers make practical and relevant references to student experiences, environment and previous knowledge. This leads to better understanding of the concept.	0.11
Opportunities for student feedback	0.38	0.67	The activities are inadequately designed to enable students to share their opinion on what they are learning and what they feel about what they are learning, using carefully planned questions, instructions and guidelines.	0.29
Opportunities for collaborative learning	0.17	0.50	The teachers attempts to do group work though not effectively. The teachers use tasks that require only the exchange of a word or a sentence. The activities do not really involve sufficient student talk. The group size is either too big or too small for the activity given.	0.33
Giving wait time	0.52	0.74	The teachers give appropriate amount of time after asking a question, for students to respond. The teachers use techniques to ensure that if a student is not able to answer, they can seek help from a friend or the textbook, without embarrassing them in front of the class.	0.22
Time Management	0.67	0.74	The teachers are able to pack the right amount of content to be taught into the lesson given the time and the student grade. The teachers give enough time for students to complete the activities and does not rush them. There is clear consolidation of learning.	0.07
Student				
Asking questions	0.08	0.08	Students do not ask questions or make relevant comments regarding the lesson.	0.00



Indicators	Baseline Study	Endline Study	What does this mean?	Change
Understanding instructions	0.60	0.83	Most students immediately follow instructions given. Students clarify with the teacher of their own accord if they do not understand the instructions given.	0.23
Responding to questions	0.67	0.88	Students are able to articulate their answers very well, giving evidences to support their point of view on what is being taught.	0.22
Domain Four Assessment	0.57	0.76		0.19
Teacher				
Feedback to students	0.45	0.68	The teachers accept all student responses and if they are incorrect, provide opportunity for the student to think why the response is incorrect or rephrases the question. The teachers also paraphrases the student responses, in case they do not use the appropriate vocabulary.	0.23
Types of questions used	0.45	0.76	The teachers use a balanced mix of closed and open ended questions. The teachers use a good mix of HOT and LOT questions to assess student understanding and as a means to rectify student misconceptions, both during the lesson and for homework assignments.	0.30
Method of asking questions	0.68	0.77	The teachers effectively distribute questions to many individual students across the class as well as the group at large. The teachers are able to vary the methods to ask questions to encourage meaningful discussions in the classroom.	0.08
Recapitulation	0.45	0.72	The teachers pause at appropriate times during the lesson to collate information and reinforce steps or points before continuing. This is often done by the students themselves.	0.26
Student				
Demonstration of confidence	0.72	0.81	Students confidently answer questions, even if they are not sure of being right.	0.09
Quality of responses	0.67	0.85	Student responses are appropriate to the questions asked and many of them are able to substantiate their answers with examples/evidences.	0.18



Indicators	Baseline Study	Endline Study	What does this mean?	Change
Domain Five Physical Classroom Environment	0.70	0.73		0.03
Writing on the board	0.98	1.00	All writing on the board is clear and visible to students across the class.	0.02
Organization of board work	0.87	0.90	Board work is well organized with dedicated spots for regular features (tracker, date, objectives). The teachers use a good mix of visuals and text while using the blackboard.	0.03
Flow of lesson on board	0.52	0.65	While one can understand the sequence or main steps/idea of the lessons periodically by looking at the board, the boards are erased frequently to accommodate fresh points as board work is not organized.	0.14
Interactive use of board	0.54	0.62	The teachers sometimes encourage student volunteers to come up to the board to answer questions . The teachers use blackboard inconsistently to collate student responses. However the teachers do not use the board as a tool to assess student understanding at a whole class level.	0.08
Display of student work	0.33	0.28	Student work is not displayed in the classroom despite provisions made to do so like nails, strings, bulletin boards or reapers. OR Student work is ineffectively displayed. Material displayed is not current or charts are not completed by students.	-0.06
Classroom Seating	0.92	0.94	Furniture is set up to facilitate individual, pair or small group activities. The teachers are able to quickly get students into small groups , to enable face to face interactions	0.01



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Feedbacks from the Coaches

“Group work techniques is helpful for us to improve student learning in schools. Through this training, we learnt how to distribute work for students when they are in groups and the method of assessing their work”.

- Sri. Madlimutt, HM, GHPS Gotagodi, Shiggaon taluk, Haveri district.

“Use of Ice Cream sticks has helped me encourage questioning skills among the students.

- Sri. M L Naikoda, Coach, GHPS Thimmapura, Shiggaon taluk, Haveri District.