



INTED

INSTITUTE OF TEACHER

Education and Development

Monitoring and Evaluation Feedback - Right to Dream Academy

Teacher Observations - 4th March 2019

Background

This was a Monitoring and Evaluation (M&E) visit led by Mr. Farouk Iliasu to ascertain the impact of training held by INTED on the 5th and 6th of September 2018 on Differentiated Instruction (DI). The M&E visit sought to find out how successfully teachers had implemented the DI strategies in their classrooms and any challenges thereof.

As part of the M&E the following teachers were observed for a minimum of 45 minutes:

- Lesson 1 Year 9 Geography with Mr. Graham
- Lesson 2 Year 7 English with Mrs. Young
- Lesson 3 Year 8 Math with Mr. Henry
- Lesson 4 Math with Mssr. Kobena
- Lesson 5 Year 8 French with Mssr. Koffi

At the end of the observation, I met with Faculty to debrief and have a group discussion.

General Comments

| Positives | Avenues for Improvement |
|--|--|
| <ul style="list-style-type: none">• All classes very interactive• Student participation was effective and encouraged• Lesson objectives explicitly explained• Hooks – to capture students' interest• Effective support• Concepts well explained | <ul style="list-style-type: none">• Keywords not explained• Checking student understanding was not effective– e.g. use differentiated assessment strategies• Student readiness: students coming in late and very unprepared• Praise students – this was absent in all observations• All students MUST be involved |

Use of Strategies

- Flexible grouping
- Learning styles
- Tiered Instruction
- Think Pair Share

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The above strategies were observed in all classes. However as stated in the table above, there was no evidence of differentiated assessment, making it difficult for teachers to check understanding across the board. Teachers interviewed did not come out with specific reasons as to why they did not use other strategies. However, on the whole it was good to see that some of the strategies were used effectively.

Feedback from Teachers

During discussions with all teachers at the end of the day, most felt comfortable with using DI strategies in their teaching. Questions around how students could be more actively engaged were discussed. Teachers have not used Individual Learning Plans effectively as a result of it being time consuming. However, some teachers used the ILP when they felt students needed one.

Strategies for ensuring student readiness were also discussed. Generally, this seems to be a problem across the Academy and management have made it one of their priorities to solve issue of lateness to class; getting students to assembly all their resources before start of class and how to involve students who turn up late.

Suggestions

- Lesson Planning (LP) with DI strategies- Teachers should consciously state in the LP the strategies they intend to use and how they intend to use them.
- Always revisit prior learning using strategies such as KWL. This was not effectively done and therefore was difficult to determine how prior learning was linked with current lessons.
- Team or departmental DI lesson planning to cover instruction and assessments will be very helpful to share good practices or manage challenges across teaching and learning in the Academy.
- Follow-on training to strengthen observed areas. Additional immersion in Formative Assessment strategies would be useful to teachers, to continue to support the staff to more actively engage the students.

Because assessment can provide valuable information about student learning, it should be an integral part of instruction. Teachers should avoid scheduling regular testing days/times but rather should assess students as needed.

I strongly suggest the Angela should provide some support to teachers using her LP template to ensure effective implementation of Differentiated Instruction and Differentiated Assessment.

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