

FkW Learning Agenda Classroom Observation Checklist

Informed consent statement

Habari, jina langu ni kutoka CSR Group Africa Limited. Tunafanya kazi na Wizara ya Elimu, Aga Khan University, Children in Crossfire, Dubai Cares, Mathematica Policy Research, TAHEA na Elimu ni maarifa katika mradi wa Fursa kwa Watoto(FkW). Tunafanya zoezi hili la elimu ya awali kama sehemu ya agenda ya mradi huu wa Fursa kwa watoto katika mkoa wa Kilimanjaro na Mwanza

Lengo la utafiti huu ni kuelewa ufundishaji na tabia za kiutawala za shule na kutathmini ushirikiano unaotolewa na ofisi ya wilaya na jamii.

Kama utakubali kushiriki, nitakuuliza maswali yanayohusiana na shughuli zako za kawaida hapa shuleni pamoja na mwingiliano wako na wanafunzi. Pia nitakuuliza maswali kuhusiana na ujuzi wako na sifa. Tutapenda pia kufuatilia moja kati ya darasa lako la awali. Mwenzangu pia atapenda kuangalia ni zipi rasilimali halisi zilizopo darasani na kuhesabu idadi ya wanafunzi waliopo darasani kwa leo.

Jina lako halitaandikwa kwenye hii fomu wala kutajwa mahali popote kwenye ukusanyaji huu wa taarifa. Ripoti ya majumuisho ya utafiti huu uliofanyika kwenye shule nyingi utashirikishwa kwa timu ya utafiti na wadau wa elimu.

Ushiriki wako ni wa muhimu sana, lakini si lazima ushiriki kama hautaki kufanya hivyo.

Tunaamini hakuna madhara kwa wewe kushiriki katika utafiti huu. Hakuna faida ya moja kwa moja ya wewe kushiriki katika mahojiano haya. Hata hivyo, Wizara ya Elimu watatumia majibu uliyotupa ili kusaidia kutengeneza kazi na kuboresha elimu ya Tanzania.

Je upo tayari kushiriki? Kwa mara nyingine, si lazima ushiriki kama hautaki kufanya hivyo.. Mara baada ya kuanza mahojiano haya, kama kuna swali ambalo usingependa kujibu unaweza kuacha

Hello, my name is _____ from CSR Group Africa Limited. We are working with the Ministry of Education, Aga Khan University, Children in Crossfire, Dubai Cares, Mathematica Policy Research, TAHEA and Elimu ni Maarifa in the Fursa kwa Watoto (FkW) programme. We are conducting this study of preprimary education as part of the Fursa kwa Watoto programme learning and research agenda in Mwanza and Kilimanjaro.

The purpose of the survey and observation is to understand the activities in the preprimary classroom, teaching and management habits of schools, and to understand the support provided by the district office and the local community.

If you agree to participate, I would ask you some questions regarding your normal activities at school and your interaction with students. I would ask you questions about your experience and qualifications. We would also like observe one of your preschool classrooms. This same colleague would also like to observe what physical resources are available in your class and count the number of students that are present today.

Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. The combined results of the assessment conducted in many schools will be shared with the research team and other education stakeholders.

Your participation is very important, but you do not have to participate if you do not wish to.

We believe there is no risk to you in participating in this research. You will not personally benefit from participating in this interview. However, the ministry of education will use your responses to help design activities and support to help improve education in Tanzania.

Are you willing to participate? Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.

General Instructions to the Observer

Please take careful notes during the entire classroom observation. Write what you see and hear the teacher saying and doing, and how students respond, so that you can refer back to your notes and the rubric to fill out a tool. The supervisors will check your notes and the tool so please make sure that the writing is complete and legible. At each 15 minute mark, write the time in your notes. Make sure to take careful notes on the teachers' approaches, the skills students practice, the activities, the lesson content, formative assessments, materials used, reflection, large group and small group work, children's engagement, students' behavior, teachers' behavior management approaches, and all other topics relevant to the classroom observation form.

Section A: School/Observation Information

A1	Tarehe ya utafiti/ Date of Visit												
A2	School name												
A3	School EMIS Number	School Identification Code: <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">P</td> <td style="width: 20px;">S</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;">-</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table> <i>[PS + 4digits + "-" + digits]</i>	P	S						-			
P	S						-						
A4	Region/Mkoa												
A5	District /Wilaya												
A6	Ward/Kata												
A7	Village/Kijiji												
A8	Name of Observer/ Jina la mtafiti												
A9	Muda wa kuanza masomo/ School Day start time (If observed)												
A10	Muda ulioanza kuchunguza/ Observation start time												
A11	Mwisho wa masomo/ School Day end time												
A12	Muda wa (kumaliza) uchunguzi / Observation end time												

Section A (i): Teacher background information (Repeat Group A13 – A22)

A13	Jina la Mwalimu/ Name of Teacher	
A14	Jinsia/ Sex	Kike / Female ...1 Kiume/ Male ...2
A15	Umri/ Age	
A16	Umefanya kazi katika darasa hili la awali kwa miaka mingapi / How many years have you worked in this preprimary class	_____ Years
A17	Umekua katika sekta hii ya ualimu kwa miaka mingapi?/ How many years have you been a teacher overall?	_____ Years
A18	Kati ya miaka yote hiyo ni miaka mingapi umekuwa ukifundisha watoto wa darasa la awali/ How many of those years have you taught pre-primary classes	_____ Years

A19	<i>Kiwango cha Elimu/ Level of Education</i>	<p>Chini ya Kidato cha 4/Less than Form 4...1 Kidato cha 4 /Form 4...2 Kidato cha sita / Form 6 completion...3 Cheti / Certificate...4 Stashahada / Diploma...5 Shahada / Bachelor's degree...6 Stashahada ya Juu / Postgraduate diploma...7 Shahada ya Uzamili / Masters degree...8 Shahada ya Uzamivu / Doctorate...9 Hakuna Jibu / No answer...888</p>
A20	<i>Je, hali yako ya kitaalamu ni ipi?/What is your professional status?</i>	<p><i>Mwalimu kitaalamu anayefundisha shule ya awali tu/ Professional teacher teaching only pre-primary</i>...1 <i>Mwalimu kitaalamu anayefundisha shule ya awali na daraja la juu/ Professional teacher teaching pre-primary and a higher grade</i>...2 <i>Mwalimu Msaidizi (ikiwa ni pamoja na Walimu wa Kujitolea)/ Paraprofessional or Assistant teacher (includes Volunteer Teachers)</i>...3 <i>Nyingine (taja)/Other (Specify)</i>...4 Hakuna Jibu / No answer...888</p>
A21	<i>Katika miezi 12 iliyopita, umewahi kuhudhuria mafunzo yoyote yanayohusiana na kazi yako? / In the past 12 months, have you attended any in-service training or orientation?</i>	<p><i>Hapana /No</i>...1 <i>Semina/warsha moja ya mafunzo kwa siku 4 au chini ya hapo/One training workshop/seminar for 4 days or less</i>...2 <i>Semina/warsha moja ya mafunzo kwa siku 5 au zaidi / One training workshop/seminar for 5 days or more</i>...3 <i>Semina/warsha mbili mpaka tatu kwa siku 5 au zaidi / Two to three training workshop/seminar for 5 days or more</i>...4 <i>Zaidi ya semina/warsha tatu za mafunzo kwa siku 5 au Zaidi/ More than three training workshop/seminar for 5 days or more</i>...5 Hakuna Jibu / No answer...888</p>
A22	<i>Ikiwa ni ndio, nani aliendesha mafunzo kazini ? / If yes, who conducted this training?</i> Allow for multiple responses / Majibu zaidi ya moja yanaruhusiwa	<p><i>TIE/Wizara/ADEM</i>...1 <i>TTC</i>...2 <i>FkW</i>...3 <i>NGO</i>...4 <i>Shirika la kidini / Faith-based Organization</i>...5 <i>Chuo Kikuu /University</i>...6 <i>Shirika la kijamii/ Community based organization</i>...7 <i>Wengine, tafadhali taja / Other, please specify</i>...8 <i>Sijui / Don't know</i>...9 Hakuna Jibu / No answer...888</p>
Section B: TAARIFA ZA MSINGI ZA DARASANI / BASIC CLASSROOM INFORMATION (MASWALI YA KUMUULIZA MWALIMU KABLA YA UCHUNGUZI/ QUESTIONS TO ASK TEACHER IN ADVANCE OF OBSERVATION)		
B1	Idadi kamili ya watoto walioandikishwa katika mkondo wa darasa hili la awali. [Inapaswa kuulizwa mwanzoni/mwishoni mwa kipindi]/ Total number of children enrolled in pre-primary in this stream [to be asked in advance/at end of lesson]	
B2	Idadi ya wavulana waliopo/ Number of boys present [Waambie wavulana wote wasimame na uwahesabu mmoja mmoja] [Have all the boys stand and count them one by one]	
B3	Idadi ya wasichana waliopo/ Number of girls present [Waambie wasichana wote wasimame na uwahesabu mmoja mmoja]/ [Have all the girls stand and count them one by one]	
B4	Idadi kamili ya watoto waliopo [Thibitisha kama jumla kuu inafanana na jumla ya wavulana+wasichana]/ Total number of children present [Confirm total matches total boys+girls]	

Enrolment and attendance figures by age group / Takwimu za kuandikishwa na mahudhurio kwa makundi ya umri		< 1 year	1 year	2 years	3 years	4 years	5 years	6 years
Enrolment / Kuandikishwa								
B5i	Total Enrolment / Jumla ya walioandikishwa							
B5ii	Boys enrolled / Wavulana walioandikishwa							
B5iii	Girls enrolled / Wasichana walioandikishwa							
Attendance (Day of Data collection) / Mahudhurio (Siku ya kukusanya data)								
		< 1 year	1 year	2 years	3 years	4 years	5 years	6 years
B6i	Total attendance / Jumla ya mahudhurio							
B6ii	Boys attendance / Wavulana waliohudhuria							
B6iii	Girls attendance / Wasichana waliohudhuria							
B7	Watoa huduma walikuwa wangapi darasani? [Andika idadiya kila kimoja] (Usijumuishe wapishi au wachunguzi)/How many caregivers were present today in the classroom and working with children? [Enter the number of each] (Do not include cooks or observers)							
B8	Je mwalimu uliyekuwa unamchunguza leo anafundisha darasa hili la awali mara nyingi?/Is the teacher you are observing the person who usually teaches this pre-primary class?							Ndiyo/Yes...1 Hapana/No...2
B9	Did the teacher you are observing participate in the FkW teacher training programme? / Je walimu unaowachunguza walishiriki katika programu ya mafunzo ya walimu ya FkW?							Ndiyo/Yes...1 Hapana/No...2
B10	Je, kuna watoto wenye mahitaji maalum darasani? [aulizwe mwalimu mwanzoni] (Hali za mahitaji maalum ni pamoja na Albino, Usonji, Kiziwi/Bubu, Kutokuona Vizuri/Matatizo ya macho/wasiona, Utindio wa Ubongo, ulemavu wa viungo, au hali nyingine za kudumu za kiafya zinazoathiri ujifunzaji wa watoto) Are there children with special needs in the classroom? [to ask teacher in advance] (Special needs conditions include Albino, Autism, Deaf/Mute, Poor Vision/Visually Impaired/Blind, Mentally Impaired, Physical Impaired, or other permanent health conditions that affect children's learning)							Ndiyo/Yes...1 Hapana/No...2 Ikiwa Ndiyo, ni wangapi? If yes, how many _ _
B11	Je, kila somo au stadi hufundishwa kwa siku ngapi kwa juma? (Kila umahiri hufundishwa mara ngapi kwa juma?) [Weka idadi ya vipindi. Mchunguzi anaweza kupata taarifa kutoka utaratibu wa siku iliyobandikwa darasani, au kupewa taarifa na mwalimu.] How many days a week does each lesson or activity occur? (kila umahiri hufundishwa mara ngapi kwa juma?) [Enter number of lessons. Observer may collect from daily routine posted in classroom, or per teacher report.]							Lugha/ Language... _ _ Hisabati/ Math... _ _ Kazi zinazoongozwa na mtoto mwenyewe/ Child Led... _ _ Mazingira/ Environment... _ _ Sanaa/ Art... _ _ Afya/ Health... _ _ Kuhusiana/ Relating to each other... _ _ Michezo ya nje/Outdoor Play... _ _ Mengineyo/ Other (specify)... _ _
B12	Je ni lugha gani iliyokuwa inatumika kufundishia leo? What is the language of instruction being used today?							Kiswahili...1 English...2 Other (Specify)/Nyingine (Taja).....3

Section C: Mpangilio wa Darasani na Nafasi/Classroom Arrangements and Space

C1	Je kuna chumba cha darasa kilichocekwa? / Is there an indoor, covered classroom space?	Ndio, darasa la awali lina chumba chake / Yes, pre-primary is its own classroom...1 Ndio, darasa la awali limechanganywa na darasa lingine / Yes, pre-primary is combined with another class...2 Hapana / No...3		
C2	Nafasi ndani ya darasa lililoezekwa inatosha kwa idadi ya watoto wote kushiriki katika kazi za vikundi. Covered classroom space is adequate for the number of attending children and group activities <input type="checkbox"/> <input type="checkbox"/> .			
	1	2	3	4
	Nafasi ndani ya darasa lililofunikwa haitoshi (watoto wote hawawezi kukaa kwa raha ndani ya chumba kimoja) Covered classroom space is inadequate (all children cannot sit comfortably in one room)	Nafasi ndani ya darasa inatosha kwa watoto wote waliohudhuria kukaa ndani ya chumba kimoja, lakini hakuna nafasi ya ziada kwa ajili ya shughuli nyingine Classroom space is just enough for all attending children to sit in one room, but no extra space for activities	Nafasi ndani ya darasa inatosha kwa watoto wote waliohudhuria kukaa, lakini kuna msongamano kwa shughuli nyingine Classroom space is enough for all attending children to sit in one room, but is crowded for activities	Nafasi ndani ya darasa inatosha kwa watoto wote waliohudhuria kufanya shughuli zote Classroom space is enough for all attending children to do all indoor activities.
C3	Je, ni kwa jinsi gani nafasi ya ndani ya darasa inatosha kwa idadi ya watoto waliohudhuria katika shughuli za siku ya leo? How adequate is indoor classroom space for the number of attending children doing today's activities? <input type="checkbox"/>			
	1	2	3	4
	Si watoto wote wana mahali pa kukaa kwa raha ndani ya chumba (baadhi ya watoto wanakaa ardhini) anagalia kama wana meza za kuandikia Not all children have a seat to comfortably sit in the room (some children sit on bare ground), even if there is table surface for writing.	Watoto wote wana mahali pa kuka (kiti, benchi, mkeka, ubao/jiwe, nyenzo nyingine). All children have a seat (chair, bench, mat, wood/rocks, other materials)	Watoto wote wana mahali pa kukaa (kiti, benchi, mkeka, ubao/jiwe, nyenzo nyingine) na dawati/meza/sehemu tambarare ya kuandikia, lakini havijatengenezwa kwa vipimo vipimo stahiki kulingana na umriwa watoto wa darasa la awali. All children have a seat (chair, bench, mat, wood/rocks, other materials) and desk/table/writing surface, but those are not appropriately sized for pre-primary-aged children	Watoto wote wana mahali pa kukaa na samani zimetengenezwa kwa vipimo stahiki kulingana na umriwa watoto wa darasa la awali. All children have a seat and desk that are appropriately sized for pre-primary-aged children

Section D: Lesson Plan Overview (Andalio la Somo Kwa Ujumla) - Tick as appropriate (Weka tiki inapostahili)

Ask the teacher to see his/her lesson plan before he/she begins teaching. Without interrupting the class, evaluate the lesson plan according to the items (D1-D5). Use the rubric to score the items.

		Comments (MAONI)	NO	NS	F	G	E
			0	1	2	3	4
Date of lesson plan reviewed / Tarehe ya andalio la somo lililopitiwa							
*Skip D3 & D4 if older lesson plan has been reviewed / Ruka D3 & D4 kama andalio la somo la zamani lilipitiwa							
D1	<i>Andalio la somo lililoandikwa likiwa na vipengele vyote muhimu/Written lesson plan with all essential elements included</i>						
D2	<i>Malengo yameelezwa vizuri /Objectives clearly stated</i>						
D3	<i>Maudhui yanaendana na somo/Suitability of content</i>						
D4	<i>Zana za kufundishia na kujifunza zinafaa/ni sahihi/ Appropriate teaching/learning resources</i>						

NO=Not Observed (Haikuonekana) NS=Not Satisfactory (Haitoshelezi) F=Fair (inafaa/inaridhisha) G=Good (nzuri/vema) E=Excellent (vizuri sana)

Section E: Instructional Strategies/Skills/ (MBINU ZA UWASHIRISHAJI) - Tick as appropriate (Weka tiki inapostahili)

Observe the teachers' practice and she/he teachers. Take notes on everything you see with regards to instructional strategies, procedures, and resources. Evaluate the quality of each item E1-E7 (Instructional strategies) and E8-E12 (Instructional procedures and resources). Use the rubric to score each item

		Comments (MAONI)	NO	NS	F	G	E
			0	1	2	3	4
E1	<i>Utangulizi (uchangamshi, mwendelezo)/ Introduction (interest, focused links)</i>						
E2	<i>Hatua za somo (mwendelezo, hatua)/ Lesson development (sequencing, levels)</i>						
E3	<i>Maelezo/ufafanuzi (luga inaeleweka kulingana na umri)/ Explanation (clear, appropriate, level language)</i>						
E4	<i>Vielelezo na mifano (iko wazi, inafaa na kuna uwiano)/ Illustrations & examples (clear, appropriate, linked)</i>						
E5	<i>Maswali (yanatofautiana, yazingatia hatua, yamegawanyika na lugha inaeleweka)/ Questioning (varied, levels, distribution, language)</i>						
E6	<i>Ufuatiliaji wakati wa somo (unafaa, katika makundi na mwanafunzi mmoja mmoja)/ Formative checks (appropriate, group, individual)</i>						
E7	<i>Utumiaji wa mawazo ya wanafunzijifunzaji (kutoa fursa kwa ujifunzaji unaongozwa na mtoto)/ Use of students' ideas: to provide opportunity for child-led learning</i>						

NO=Not Observed (Haikuonekana) NS=Not Satisfactory (Haitoshelezi) F=Fair (inafaa/inaridhisha) G=Good (nzuri/vema) E=Excellent (vizuri sana)

Section E(1) Instructional Procedures and Resources (TARATIBU ZA UFUNDISHAJI NA ZANA) - Tick as appropriate (Weka tiki inapostahili)

		Comments (MAONI)	NO	NS	F	G	E
			0	1	2	3	4
E8	Zana za kujifunzia (zinazingatia hatua, ni sahihi zinafaa)/ Learning materials (level, appropriate, relevant, safe)						
E9	Vitendo vya kujifunza (Vinatofautiana, vinavutia, vimepangwa na vinaendana na somo)/ Learning activities (varied, interesting, sequenced, suitable)						
E10	Ushirikishwaji wa wanafunzi (kazi katika makundi, kila mwanafunzi peke yake, darasa zima, kazi za wawili wawili, maswali, uwasilishaji, majadiliano, uchoraji) na matumizi ya mbinu zinazozingatia mtoto kama kitovu cha ufundishaji/ Student involvement during teacher led activities (group work, individual, whole class, pair work, questioning, reporting, discussing, drawing) and use of child centred learning						
E11	Utunzaji wa muda/ Time management						
E12	Matumizi ya ubao (Matumizi ya ubao na vifaa mengine vyamaonyesho)/ Chalkboard use and other available resources for teacher demonstration/display						

NO=Not Observed (Haikuonekana) NS=Not Satisfactory (Haitoshelezi) F=Fair (inafaa/inaridhisha) G=Good (nzuri/vema) E=Excellent (vizuri sana)

Section F: Classroom Management/Climate (USIMAMIZI WA DARASA) - Tick as appropriate (Weka tiki inapostahili)

Observe the classroom climate and classroom management. Take notes on everything you see with regards to classroom situation, students' interactions, behavior, and so on. Evaluate the quality of each item F1-F7 (Classroom climate). Use the rubric to score each item.

		Comments (MAONI)	NO	NS	F	G	E
			0	1	2	3	4
F1	Kusimamia darasa/ Classroom management						
F2	Kanuni na matarajio/ Rules and expectations						
F3	Ufutiliaji wa tabia (zinazokubalika/zilizosahihi na zisizokubalika/zisizosahihi)/ Dealing with appropriate/ inappropriate behavior						

F4	<i>Mazingira salama kwa ujumuishi/</i> Conducive atmosphere to support inclusion such as gender equity, disability etc						
F5	<i>Mawasiliano (Sauti, macho na matendo ya mwili)/</i> Communication (voice, eye contact, movement etc)/						
F6	<i>Hitimisho (umaliziaji wa hatua na umaliziaji wa jumla)/</i> Closure (sub & main closures)						
F7	<i>Uwiano, muhtasari na sauti inayofuatilia/</i> Linkages, summaries, formative checks						

NO=Not Observed (Haikuonekana) NS=Not Satisfactory (Haitoshelezi) F=Fair (inafaa/inaridhisha) G=Good (nzuri/vema) E=Excellent (vizuri sana)

Section G: Daily routine- Tick as appropriate (Weka tiki inapostahili)

Observe the opening circle time and bye-bye time. Take notes on everything you see with regards to activities during these sessions that are part of the daily routine. Evaluate the quality and use the rubric to score each item.

		Comments (MAONI)	NO	NS	F	G	E
			0	1	2	3	4
G1	Circle Time						
G2	Bye Bye Time						

NO=Not Observed (Haikuonekana) NS=Not Satisfactory (Haitoshelezi) F=Fair (inafaa/inaridhisha) G=Good (nzuri/vema) E=Excellent (vizuri sana)

Section H: Child led activities - Tick as appropriate (Weka tiki inapostahili)

Observe the child led activities time when children go to learning areas or corners. Take notes on everything you see with regards to the types and quality of materials, Evaluate the quality, quantity, suitability, and durability of the materials. Also note how children get involved and relate to each other. Evaluate the quality of this session and use the rubric to score each item.

		Comments (MAONI)	NO	NS	F	G	E
			0	1	2	3	4
H1	<i>Uwepo na ufikiwaji wa vifaa vya kujifunzia/</i> Learning materials – available and accessible						
H2	<i>Uimara wa vifaa vya kujifunzia/</i> Learning materials – durable						
H3	<i>Vifaa vya kujifunzia endelevu na vinavyorekebishika/</i> Learning materials – sustainable and replicable						

H4	Vifaa vya kujifunzia vinavyoendana na umri wa Watoto/ Learning materials – age appropriate						
H5	Maeneo ya kujifunzia yaliyoandaliwa na tayari kwa matumizi/ Learning areas - organized and ready for use						
H6	Maeneo ya kujifunzia yenye vifaa vya kutosha/ Learning areas – enough learning materials						
H7	Maeneo ya kujifunzia yanayotumika na hayaja songamana/ Learning areas – utilized and not overcrowded						
H8	Hali ya ushirikishwaji wa Watoto/ Student involvement – atmosphere						
H9	Ushirikishwaji - kuchangamana wakati wa vitendo/ Student involvement – interaction during activities						
H10	Ushirikishwaji wa watoto – kuheshimu/utunzaji wa vifaa vya ujifunzaji/ Student involvement – respect for learning materials						
H11	Ushiriki wa mwalimu wakati wa vitendo vinavyoongozwa na Watoto/ Teacher engagement during child led sessions						

NO=Not Observed (Haikuonekana) NS=Not Satisfactory (Haitoshelezi) F=Fair (inafaa/inaridhisha) G=Good (nzuri/vema) E=Excellent (vizuri sana)

Section I: Hisabati/Kuhesabu/Math/Numeracy - Tick as appropriate (Weka tiki inapostahili)

During the teacher and child led activities, observe all the pre-reading, pre-writing, and numeracy activities. Take careful notes on all activities and instruction related to these areas. Evaluate the instructional practices using the rubric.

11	Mwalimu anawezesha shughuli zinazoendana na umri husika ili kufanikisha maendeleo ya <u>dhana za tarakimu</u> kwa watoto wote/ The teacher facilitates age-appropriate activities to support development of number <u>concepts</u> in all children.				
	0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hafundishi dhana/ Teacher does not teach the concept	Mwalimu anatumia mbinu za ujifunzaji wa kukariri / Teacher uses rote or choral instructional strategies	Mwalimu anahusisha dhana ya ujifunzaji na vitu halisi/ Teacher uses concrete objects to connect learning to the concept	Mwalimu anatumia shughuli za kimichezokufundisha dhana, pia anaunganisha dhana na uzoefu wa kila siku wa mtoto/ Teacher uses games/play-based activities to teach concept and connects the concept to the child's everyday experiences.	
	0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hatumii tarakimu katika ufundishaji wake. The teacher does not use numbers in her teaching.	Mwalimu anafundisha tarakimu kwa njia ya ujifunzaji wa kukariri tu (kama vile kuhesabu kwa kukariri na kujaza karatasi za kufanyia kazi). Vifaa hutumiwa na watoto kunakili kitu kinachofana hasa na kile walichooneshwa na mwalimu	Mwalimu anafundisha baadhi ya tarakimu na dhana ya tarakimu kupitia michezo ya hisabati au vitu halisi (kama vile michezo ya kuhesabu , au kuwafanya watoto wahesabu kwa kutumia vitu halisi, wakilinganisha	Mwalimu anafundisha tarakimu na dhana ya tarakimu kwa njia ya michezo (kama ilivyo kwenye 3) na pia kupitia shughuli za kila siku kama vile usomaji wa hadithi au mchezo wa kuigiza (kwa mfano, mwalimu anawasaidia watoto kuhesabu namba za vyombo au	

		(kama vile kuhesabu maumbo "matatu" kama alivyoonesha mwalimu). The teacher introduces numbers only through rote learning (such as rote counting and filling up worksheets). Objects are used by the children to copy exactly what the teacher has shown them (such as counting out "three" blocks as the teacher has demonstrated).	tarakimu kwa idadi inayofanana ya vitu husika). The teacher introduces numbers and number concepts through some math games or concrete objects (such as counting games, or having children use objects to count, matching number with corresponding number of objects).	viungo vilivyotumika kuandaa mlo, ujumlshaji au utoaji ulio rahisi kwa kutumia vitu halisi). Nyenzo hutumika kuwasaidia watoto kujifunza dhana za tarakimu kwa njia ya michezo. The teacher introduces numbers and number concepts through games (as in 3) and in everyday activities such as story reading or pretend play (for example, teacher teacher supports children to count the number of utensils or foods used to cook a meal, simple adding or subtracting with concrete objects). Objects are used to help children learn number concepts through play.	
12	Mwalimu anawezesha shughuli ili kufanikisha maendeleo ya uelewa wa dhana ya muda kwa watoto wote/The teacher facilitates activities to support development of understanding the concept of time in all children.				
	0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hafundishi dhana/ Teacher does not teach the concept	Mwalimu anatumia mbinu za ujifunzaji wa kukariri / Teacher uses rote or choral instructional strategies	mwalimu anahusisha dhana ya ujifunzaji na vitu halisi/ Teacher uses concrete objects to connect learning to the concept	Mwalimu anatumia shughuli za kimichezokufundisha dhana, pia anaunganisha dhana na uzoefu wa kila siku wa mtoto/ Teacher uses games/play-based activities to teach concept and connects the concept to the child's everyday experiences.	
	0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hatumii dhana za muda (siku za juma, saa za siku, asubuhi, mapema, nk.) katika ufundishaji wake. The teacher does not use concepts of time (days of the week, times of day, morning, early, etc.) in her teaching.	Mwalimu anafundisha dhana za muda kwa njia ya ujifunzaji wa kukariri tu bila ya kujijaribu dhana hizo katika uzoefu wa kila siku wa watoto (kama vile kukariri au mwitikio wa pamoja kwa siku za juma na utajaji wa muda). The teacher introduces concepts of time only through rote learning without tying the concept to children's everyday experiences (such as rote or choral response to days of the week and telling time).	Mwalimu anafundisha dhana ya muda kwa njia ya michezo kadhaa (kama vile kuwaruhusu wanafunzi kutumia kalenda, kulinganisha shughuli husika na muda iliofanyika). The teacher introduces concepts of time through some games (such as having children use calendars, matching an activity with a time of day it occurs).	Mwalimu anafundisha dhana za muda (kama kwenye 3) na pia kwenye shughuli za kila siku kama vile usomaji wa hadithi au mchezo wa kujifanya au majadiliano (kwa mfano, kuzungumzia mambo yaliyotokea jana, kupangilia matukio, kuzungumzia siku za shule na siku za mwisho wa wiki). The teacher introduces concepts of time (as in 3) and also in everyday activities such as story reading or pretend play or discussions (for example, talking about what happened yesterday, sequencing events, talking about school days and weekend days).	
13	Mwalimu anawezesha shughuli ili kufanikisha maendeleo ya uelewa wa watoto kuhusu tabia za vitu (inahusisha maumbo, rangi, ulinganifu, na dhana za wingi)/The teacher facilitates activities to support children's understanding of characteristics of objects (includes shapes, colors, comparisons, and concepts of quantity).				
	0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hafundishi dhana/ Teacher does not teach the concept	Mwalimu anatumia mbinu za ujifunzaji wa kukariri / Teacher uses rote or choral instructional strategies	mwalimu anahusisha dhana ya ujifunzaji na vitu halisi/ Teacher uses concrete objects to connect learning to the concept	Mwalimu anatumia shughuli za kimichezokufundisha dhana, pia anaunganisha dhana na uzoefu wa kila siku wa mtoto/ Teacher uses games/play-based activities to teach concept and connects the concept to the child's everyday experiences.	
	0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hawaeleweshi watoto tabia za vitu (umbo, rangi, wingi) katika ufundishaji wake. The teacher does not draw children's attention to characteristics of objects (shape, color, quantity) in her teaching.	Mwalimu anawaelewesha watoto kuhusu rangi, umbo au mfanano na utofauti kati ya vitu (kama vile uchache, urefu, wingi) kwa njia ya ujifunzaji wa kukariri bila ya kujijaribu dhana husika katika matumizi ya kila siku ya wanafunzi (kama vile kukariri au miiitiko ya pamoja au urudijaji wa moja kwa moja wa kile anachokifanya mwalimu). The teacher draws children's attention to the color, shape or similarities and differences between items (such as fewer, taller, many) through rote learning without tying the	Mwalimu anafundisha dhana za rangi, umbo au mfanano na utofauti kati ya vitu kwa njia ya michezo kadhaa pamoja na vitu halisi vinavyotumiwa na watoto (kama vile kuwafanya watoto kupangilia vitu kulingana na umbo au rangi, wapange vitu kulingana na ukubwa, wapange vitu katika wingi na uchache). The teacher introduces concepts of color, shape or similarities and differences between items through some games and concrete objects children manipulate (such as having children sort objects	Mwalimu anafundisha dhana za muda, rangi, umbo au mfanano na utofauti kati ya vitu husika (kama kwenye 3) na pia katika shughuli au majadiliano ya kila siku (kwa mfano, kuzungumzia namna ambavyo vitu vinaweza kupangiliwa, kutambua maumbo na rangi katika mazingira husika, jinsi maumbo mbalimbali yanavyoweza kuunganishwa na kuunda umbo moja – pambetatu 2 juu ya nyumba huweza kuunda mraba). The teacher introduces concepts of time color, shape or similarities and differences	

		concept to children's everyday experiences (such as rote or choral responses or direct imitation of what the teacher does).	by shape or color, lining objects up by size, grouping objects into many and few).	between items (as in 3) and also in everyday activities or discussions (for example, talking about how items could be sorted, identifying shapes and colors in the environment, how different shapes could combine to make one shape – 2 triangles on a house could make a square).
Comments/Maoni				

Section J: MAWASILIANO / LUGHA / KUSOMA NA KUANDIKA / COMMUNICATIONS/LANGUAGE / LITERACY LESSON - Tick as appropriate (Weka tiki inapostahili)

During the teacher and child led activities, observe all the pre-reading, pre-writing, and numeracy activities. Take careful notes on all activities and instruction related to these areas. Evaluate the instructional practices using the rubric.

J1	<i>Mwalimu anawezesha shughuli ili kuendeleza stadi za awali za kuandika kwa watoto wote/The teacher facilitates activities to support <u>pre-writing skills</u> in all children.</i>			
0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hafundishi dhana/ Teacher does not teach the concept	Mwalimu anatumia mbinu za ujifunzaji wa kukariri / Teacher uses rote or choral instructional strategies	mwalimu anahusisha dhana ya ujifunzaji na vitu halisi/ Teacher uses concrete objects to connect learning to the concept	Mwalimu anatumia shughuli za kimichezokufundishia dhana, pia anaunganisha dhana na uzoefu wa kila siku wa mtoto/ Teacher uses games/play-based activities to teach concept and connects the concept to the child's everyday experiences.
0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hafanyi jambo lolote ili kuwaelewesha watoto kuhusu maumbo ya herufi yaliyopo kwenye mabango, vitabu, alama au ubaoni ama kuwapatia watoto fursa ya kuchora au kuandika. Teacher does not do anything to direct children's attention to letter shapes in posters, books, signs or blackboard or provide opportunities for children to draw or write.	Mwalimu anawaambia watoto waandike herufi au maneno (kama vile majina yao) kwa kufuatisha maumbo, mistari au herufi husika kwa kutumia kifaa cha kuandikwa au kwa kutumia vidole vyao. Teacher asks children to write letters of the alphabet or words (such as their name) by tracing shapes, lines or letters with a writing utensil or using their fingers.	Wakati mwingine Mwalimu huwaruhusu watoto kuandika au kuunda herufi au maneno wao wenyewe (kwa mfano, watoto wanaweza kuandika majina yao kwenye kazi ya Sanaa, au kutumia udongo kuunda herufi). The teacher sometimes allows children to write or create letters or words on their own (for example, children may write their name on an art project, use dough to create letters).	Mwalimu anawapa watoto wote fursa ya kugundua herufi na maneno wakati wa shughuli za "ujifunzaji wa kimchezo" (kwa mfano, mtoto "Kuigiza kuandika" hadithi ambayo inaweza kuwa seti ya maandishi fulani, kutengeneza menu au orodha wakati wa mchezo wa kuigiza). The teacher gives all children the opportunity to explore letters and words during "playful learning" activities (for example, the child "pretend writing" a story which may be a set of scribbles, making a menu or list during dramatic play).
J2	<i>Mwalimu anawezesha shughuli ili kuendeleza stadi za awali za kusoma kwa watoto wote/The teacher facilitates activities to support <u>pre-reading skills</u> in all children.</i>			
0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hafundishi dhana/ Teacher does not teach the concept	Mwalimu anatumia mbinu za ujifunzaji wa kukariri / Teacher uses rote or choral instructional strategies	mwalimu anahusisha dhana ya ujifunzaji na vitu halisi/ Teacher uses concrete objects to connect learning to the concept	Mwalimu anatumia shughuli za kimichezokufundishia dhana, pia anaunganisha dhana na uzoefu wa kila siku wa mtoto/ Teacher uses games/play-based activities to teach concept and connects the concept to the child's everyday experiences.
0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hafanyi jambo lolote ili kuwaelewesha watoto kuhusu sauti za herufi, herufi zilizoandikwa, maneno yaliyoandikwa kwenye mabango, vitabu, alama au ubaoni.	Mwalimu anawezesha watoto wasome herufi au maneno kwa kurudia hapo hapo kile akitamkacho yeye (kuimba wimbo wa alfabeti, kukariri au mmitikio wa pamoja).	Wakati mwingine Mwalimu huwaruhusu watoto kutambua herufi, sauti za herufi au maneno wao wenyewe (kwa mfano, watoto wanaweza kutambua herufi, kutambua maneno yanayoanza na sauti ya herufi, sauti za herufi za majina	Mwalimu anawapa watoto wote fursa ya kugundua herufi na maneno wakati wa shughuli za "ujifunzaji wa kimchezo" (kwa mfano, kusoma hadithi kwa pamoja au mwalimu kuandika kile kinachotamkwa na watoto).

	Teacher does not do anything to direct children's attention to letter sounds, written letters, posters, books, signs or blackboard.	Teacher asks children to read letters or words by immediately repeating what the teacher says (sing alphabet song, rote memorization or choral response).	yao), lakini si kurudia hapo hapo kile akitamkacho yeye. The teacher sometimes allows children to identify letters, letter sounds or words on their own (for example, children may identify letters, identify words that start with a letter sound, letter sounds in their name), but not simply repeating immediately what the teacher said.	The teacher gives all children the opportunity to explore letters and words during "playful learning" activities (for example, reading a story together or the teacher writing down what the children say).	
J3	Mwalimu anawezesha shughuli za kisomo kwa kutumia kitabu cha hadithi kinachoendana na umri husika pamoja na maandishi ya kusaaidia <u>stadi za kusikiliza na kuongea zinazoendana na umri/Teacher facilitates literacy activities with an age-appropriate illustrated storybook with text to support age-appropriate <u>listening and speaking skills.</u></u>				
	0	1	2	3	4
Haikuonekana /Not observed	Mwalimu hafundishi dhana/ Teacher does not teach the concept	Mwalimu anatumia mbinu za ujifunzaji wa kukariri / Teacher uses rote or choral instructional strategies	mwalimu anahusisha dhana ya ujifunzaji na vitu halisi/ Teacher uses concrete objects to connect learning to the concept	Mwalimu anatumia shughuli za kimichezokufundishia dhana, pia anaunganisha dhana na uzoefu wa kila siku wa mtoto/ Teacher uses games/play-based activities to teach concept and connects the concept to the child's everyday experiences.	
	0	1	2	3	4
Haikuonekana /Not observed	Vitabu vya hadithi havipo au mwalimu hawasomei watoto. Storybooks are not available or teacher does not read to children.	Mwalimu anasoma kitabu darasani bila ya majadiliano au maswali yanayohusu hadithi. Teacher reads to the class without discussion or questions about the story.	Mwalimu anasoma kitabu darasani, anawauliza watoto maswali machache kuhusu kilichotokea kwenye hadithi au anawaambia warudie baadhi ya maneno kutoka kwenye hadithi. Teacher reads book to class, asks children some questions about what happened in the story or asks them to repeat some words from the story.	Mwalimu anasoma kitabu darasani na anawahimiza watoto kujadili hadithi kupitia maswali yasiyo na mipaka, ambapo kwa mfano, msamiati na matukio hujadiliwa na kuhusishwa na uzoefu wao binafsi. Teacher reads book to class and encourages children to discuss story through open-ended questions, where for example, vocabulary and events are discussed and connected to their own experiences.	
Comments/Maoni					
Section K: USAFI WA MAJI, MAZINGIRA NA DESTURI YA USAFI (KUNAWA) KATIKA SHULE YA AWALI/ WATER SANITATION AND HYGIENE (WASH) CONDITIONS & PRACTICES FOR PRE-PRIMARY <i>Ijazwe nje ya darasa. Weka alama ya V panapohusika/To be collected outside of classroom. Tick where applicable</i>					
K1	Je, kuna chanzo cha maji katika shule husika? / Is there a water source at the school? Tick ALL that apply. / Weka alama ya vyema kote kunakohusika		Hakuna maji shuleni au karibu na shule/ No water available in or near school (skip to K5)...1 Maji ya bomba yapo kwenye eneo la shule / Piped water to school yard/plot ...2 Kituo cha maji cha jamii/bomba / Public tap/standpipe ...3 Maji ya kisima / Tubewell / Borehole ...4 Kisima kilichohifadhiwa / Protected dug well ...5 Kisima kisichohifadhiwa / Unprotected dug well ...6 Chemchem iliyohifadhiwa / Protected spring ...7 Chemchem isiyohifadhiwa / Unprotected spring ...8 Kuvuna maji ya mvua / Rainwater collection ...9 Maji ya chupa yanatolewa na shule/ Bottled water provided by the school ...10 Mkokoteni wenye tanki la maji/pipa / Cart with small tank/drum ...11 Gari la maji / Tanker truck ...12 Maji yaliyotuma au yanayotiririka (mito,bwawa, ziwa, dimbwi, mfereji, kijito,mifereji ya umwagiliaji maji) / Surface water (river, dam, lake, pond, stream, canal, irrigation channels) ...13 Mengineyo (fafanua) / Other (specify) ...14		

K2	Je, chanzo hicho cha maji kinafanya kazi siku ya leo? / Is the water source functional today?	Ndiyo/Yes...1 Kiasi/Partially...2 Hapana/No...3
K3	Je, watoto wa shule ya awali wanaweza kupata maji ya kunywa wao wenyewe? / Can the pre-primary children in the school get drinking water by themselves?	Ndiyo/Yes...1 Hapana/No...2
K4	Kama ndiyo/ If yes:	Maji yanatolewa na shule/ Water is provided by school/ ...1 Maji yanachukuliwa kutoka nyumbani/ Water is brought from home...2
Section K(1): KUNAWA MIKONO/ HANDWASHING		
K5	Je kuna aina gani kuu ya vifaa vya kunawia mikono kwenye shule husika? / What main type of hand facility available at the school?	Hakuna sehemu ya kunawia mikono shuleni au karibu na shule (endelea swali la K10) / No hand-washing station in or near school (skip to K10)...1 Maji yanayotoka kwenye bomba au tanki (kama sinki, au tanki la kuhifadhi maji ya mvua / Running water from a piped system or tank (such as a faucet and sink, a standpost, or a rainwater tank with faucet)...2 Maji ya kumwagia (toka ndoo au kata) / Hand Poured water system (from a bucket or ladle)...3 Beseni,/ ndoo (kunawia mikono ndani ya maji badala ya kumwagiwa) / Basin/bucket (hand-washing is done in the water, i.e., water is not running or poured)...3 Kibuyu chirizi (locally-made hand-washing stand where water is poured out of cans when they are tilted)...4 Mengineyo (fafanua) / Other (specify)...5
K6	Je, ni maji ya kunawia mikono yapo siku ya leo katika kifaa kikuu? / Is water available today at the main handwashing facility?	Ndiyo/Yes...1 Hapana/No...2
K7	Je sabuni / majivu yapo siku ya leo katika kifaa kikuu? / Is water / ashes available today at the main handwashing facility?	Ndiyo/Yes...1 Hapana/No...2
K8	Je, uliwaona watoto wakinawa mikono yao baada ya kutoka chooni?/ Were children observed to wash their hands after using a toilet?	Wote/ All...1 Baadhil/ Some...2 Hakuna/ None (endelea swali la K10) if none, skip to K10)...3
K9	Ikiwa ndio, kwa kutumia maji na nini?/ If yes, with water and what?	Maji peke yake / Water only...1 Sabuni / Soap...2 Majivu / Ash...3 Dawa ya kuua viini / Disinfectant...4 Nyingine / Other...5
Section K(2): VYOO/ TOILETS		
K10	Je, kuna aina gani ya choo kwa ajili ya watoto kwenye shule husika? Weka alama ya V kwa ZOTE zinazohusika. What types of toilet facilities for children are there at the school? Tick ALL that apply.	Hakuna Choo. Wanafunzi wanajisaidia kwenye msitu/vichaka (endelea swali la L1) / No facility, Bush, Field (skip to L1)...1 Vyoo vya kutumia maji / Flush or pour-flush toilet...2 Choo kinachopitisha hewa/ Ventilated Improved Pit latrine (VIP)...3 Choo cha shimo chenye mfuniko / Pit latrine with slab...4 Choo cha shimo kisicho na mfuniko / Pit latrine without slab/open pit...5 Choo kilichotengenezwa mahsusi kwa kutengeneza mbolea / Composting toilet...6 Ndoo / Bucket...7 Vyoo vya kuning'iniza (juu ya maji) / Hanging toilet, Hanging latrine...8 Mengineyo (fafanua) / Other (specify)...9
K11	Je, choo kwa ajili ya watoto kina hali gani kwenye shule husika? Weka alama kwa ZOTE zinazohusika. What is the state of the toilet facilities for children at the school? Tick ALL that apply.	Vyoo ni visafi / Toilets are clean...1 Vyoo vimetofautishwa kulingana na jinsia / Toilets are separated by gender...2 Vyoo vimezingatia maumbile ya watoto wadogo / Toilets are child-sized...3 Vyoo vinatumiwa na watoto wadogo / Toilets are accessible for the youngest children...4 Kuna vyoo maalum kwa ajili ya watoto wenye ulemavu / There are friendly toilets for children with disability...5 Hakuna hata moja hapo juu / None of the above...6

Section L: UTOAJI WA CHAKULA/ SCHOOL FEEDING

L1	Utaratibu wa kutoa chakula / Feeding programme	<p><i>Ndio, watoto wote wa shule ya awali wamepewa uji au mlo mwingine ulioandaliwa hapo shuleni katika siku ya uchunguzi /Yes, all pre-primary children are served porridge or another meal prepared at school on the day of the observation...1</i></p> <p><i>Baadhi ya watoto wa shule ya awali wamepewa uji au mlo mwingine ulioandaliwa hapo shuleni, na baadhi hawakupewa./Some pre-primary children are served porridge or another meal prepared at school, and some are not...2</i></p> <p><i>Hapana/No...3</i></p>
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Section M: Follow Up Contact Numbers

M1	Namba ya Simu ya Mwalimu wa darasa la awali/ Preprimary teacher contact number	
M2	Namba ya simu ya mwalimu wa darasa la awali ya ziada/ Preprimary teacher alternative contact number	
M3	Namba ya simu ya mwalimu musadizi wa darasa la awalai/ Preprimary class assistant teacher contact number	
M4	Namba ya simu ya ziada ya mwalimu musadizi wa darasa la awalai/ Preprimary class assistant teacher alternative contact number	
M5	Namba ya simu ya mwalimu mkuu/ Head teacher contact number	
M6	Namba ya simu ya ziada ya mwalimu mkuu/ Head teacher alternative contact number	
M7	Namba ya simu ya mwalimu mkuu musaidizi/ Assistant Head teacher contact number	
M8	Number ya simu ya ziada ya mwalimu mkuu musaidizi/ Assistant head teacher alternative contact number	