



National Inspectorate Board
Enforcing standards, ensuring quality



Ministry of Education
REPUBLIC OF GHANA



NATIONAL E-LEARNING GUIDELINES FOR PRE-TERTIARY SCHOOLS IN GHANA



NATIONAL INSPECTORATE BOARD

Ministry of Education, Ghana

NATIONAL E-LEARNING GUIDELINES FOR PRE-TERTIARY SCHOOLS IN GHANA

APRIL, 2020

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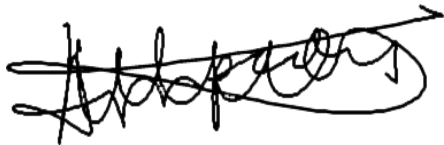
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FOREWORD

Ghana's education has remained the single most important development tool since independence. Our formal education system has continuously proven to be one of the ways to develop our human resources through especially pre-tertiary education. Pre-tertiary education has recorded many strides in the quality of teaching and learning in our traditional classroom and is advancing towards the effective incorporation of Information and Communications Technology (ICT) in the delivery of lessons. In recognizing this advancement in education systems in other jurisdictions, Government in 2008 introduced the ICT in Education Policy to enable schools enhance teaching and learning through the use of ICT.

The 2020 COVID-19 pandemic presents an opportunity for private and public pre-tertiary schools to implement E-Learning programmes to ensure that teaching and learning continues while learners are at home. Beyond this pandemic, schools are encouraged to ensure the continuity of use of E-learning programmes which offer opportunities for flexible learning when needed.

To this end, the National Inspectorate Board, has issued this E-learning guideline for schools that may wish to take advantage and implement either a Commercial or Free Open-source, Installed or a Cloud-base Learning Management System. I would encourage all school leaderships to take up this challenge and move in this direction all with the goal of ensuring our children continue to enjoy quality education. This is the new normal!



DR. HAGGAR HILDA AMPADU

EXECUTIVE SECRETARY

NATIONAL INSPECTORATE BOARD (NIB)

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LIST OF ABBREVIATIONS

CIS	Chief Inspector of Schools
E-Learning	Electronic Learning
ICT	Information and Communications Technology
IEF	Inspection Evaluation Framework
LMS -	Learning Management System
NIB	National Inspectorate Board
STEM	Science, Technology, Engineering and Mathematics
TLR	Teaching and Learning Resources

INTRODUCTION

About Us, National Inspectorate Board (NIB)

The National Inspectorate Board (NIB) was established under the Education Act 778 of the 2008 Education Reforms. The Act mandates the board to set up inspection panels to undertake inspection, to evaluate teaching and learning periodically and to set and enforce quality standards in public and private pre-tertiary institutions in Ghana. The inspection panels will provide independent external evaluation of the quality and standards in pre-tertiary institutions by focusing on:

1. The quality of leadership and management of the school
2. The quality of teaching and learning and the standard of academic attainment
3. Facilities available in the school, and the relationship between the school and the community in which it is located.

Consequently, NIB carries out periodic inspections of schools to collect credible data in the areas of teaching and learning, school leadership and the school's environment.

In addition to the above functions as stated in the Education Act 778, the NIB also:

- Registers and certifies all private and public pre-tertiary schools in Ghana.

Purpose of this guide

This document provides detailed guidance on how schools can design and implement electronic learning (e-learning) approaches to ensure continuity of learning outside the traditional classrooms.

SECTION 1: STARTING YOUR E-LEARNING PROGRAMME

1.0 What do I need to know about e-learning?

What is E-Learning?

E-Learning is the act of acquiring knowledge through the utilisation of electronic technologies to access educational curriculum outside of a traditional classroom. This is normally done through Learning Management System (LMS) either hosted by the school or free to use sites on the internet.

1.1 What is a Learning Management System (LMS)?

Learning Management System (LMS) is a software that is used to administer, track and report on lessons. Many schools in Ghana are now using different LMSs to support effective delivery of teaching and learning especially during disruptions of traditional classroom lessons.



1.2 Why E-Learning?

E-learning as a new paradigm, has become a very effective way of connecting with learners outside the traditional classroom setting to ensure the continuity of teaching and learning.

It can be used to engage most learners who cannot attend school or serve as a way of engaging them during vacations. Additionally, it can serve as an effective learning platform to develop all types of skills we desire to equip our learners with.

Although, it can be expensive to host a School Proprietary LMS, there are readily free open-source e-learning platforms that schools can benefit from. Comparatively, the benefits of administering e-learning programmes can:

- a. **Be cost effective** - Thus, cost of running traditional school, traveling time, boarding and textbooks is eliminated.
- b. **Allow tracking of progress** – Thus, school leadership and teachers can track and monitor learners’ progress automatically.
- c. **Be user-friendly** – Teachers, learners and parents are able to create classrooms, assign task and navigate its content.

1.3 Types of LMS

There are several types of free cloud-based LMSs available for school leaderships to choose from such as:

ClassMate, Blackboard, Edmodo, Google Classroom, Adobe Captivate Prime, Docebo, Moodle, WeChat, Seesaw, Sakai CLE, ClassDojo, etc.

A school's LMS can be in any of the formats below:



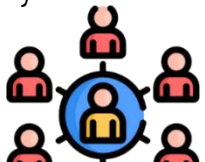
- a. Open source or Commercial
- b. Installation or Cloud-based

Open Source means the source code (instructions used in programming the software) of the LMS is made available for everyone to modify and use without a cost. Moodle is a popular example of open source LMS. Commercial on the other hand are licensed or sold to end users.

With Installation LMS, the application is installed on the user's computer or server while cloud-based is hosted online for the user – the user does not need to install it on his computer but only needs to log in to use.

1.4 Basic features of LMS

LMSs are normally characterised by the following features:

1. **Login system:** This is one significant aspect of LMSs that controls learners and teachers access to online classes and resources and leave traces for identification and accounting purposes.
2. **Learning content management** – this is the aspect of LMS that is used for creating, storing, and sharing online learning resources.
3. **Curriculum mapping and planning** – this is where courses are added, lessons are planned, and assessments are prepared for a class. Also it helps teachers to author and personalise learning experience. 
4. **Learner engagement and management** – This part of the LMS helps in monitoring learners' performance, allows teachers to track their teaching style and make changes to teaching style when required. Having this data allows teachers to improve their teaching approach, redesign the course content or pay more attention to a learner who needs help. An analytic tool helps measure the effectiveness of the learning programme as well as the teaching. It will provide detailed insights into the learning pattern of each learner. This tool makes the tracking process simpler and more efficient.
5. **Assessment Management & Live Feedback** - Quizzes and assessments are an important part of education. Periodic quizzes and tests during the teaching can help teachers evaluate learners' progress. 
6. **Collaborative Dashboard** - The primary factor that makes online teaching engaging is collaborative learning. An LMS should allow learners to socially interact with other participants and teachers online. Through collaborative learning, learners can enrich their learning experiences by sharing chapter assessments, study materials, and quizzes with others through live chats, instant messaging, and discussion boards. 

1.5 Which E-learning approach should I use?

School Leaderships can decide on any of the two e-learning approaches to engage learners: Teacher-Led instructions and Learner-paced learning method.

Teacher-Led Instructions: Delivering the curriculum with contents and activities which is scheduled and led by the class/subject teacher through an e-learning programme or platform. Both teachers and learners should be present online exchanging chats, audio and video conferencing, and whiteboard .This is otherwise known as Synchronous e-learning



Learner-paced Learning method: This should be a set of self-paced learning activities which allows learners to take lessons and tasks at any time through emails, discussion forums, blogs etc. Teachers do not have to schedule or facilitate discussions and track the progress of learners on the platform. Learners take responsibility of their own learning. This can be termed as asynchronous.



SECTION 2: HOW DO WE PLAN FOR E-LEARNING PROGRAMMES AND WHAT IS NEEDED?

2.0 Planning and Documenting Your E-learning Programme

Whole School Planning

Pre-tertiary schools planning, policies and procedures for their e-learning programme should make sure they reflect their existing staff capacity, technological equipment, existing facilities and other relevant resources that will enable the smooth running of the e-learning programme.

The NIB requires all schools to plan and document e-learning activities. It is to serve as a guide for school leadership and teachers for the next session of developing and implementing lessons for learners.

2.1 What should School Leadership do?

School leadership must put in place a whole e-learning plan for learners by:

- a. Acquiring either a school proprietary LMS or one of the free LMSs recommended in sub-section 1.3
- b. Creating accounts for all teachers and learners
- c. Preparing a timetable and long-term e-learning plans
- d. Providing teachers with laptops, modems, internet data, airtime and fit for purpose acoustic speakers.
- e. Providing teachers with the needed Teaching and Learning Resources (TLR).

2.2 What should Teachers do?

E-learning teachers must ensure they have the following before starting:

- a. Laptop/Computer with good camera and a fit for purpose acoustic speaker/headphones
- b. Well-planned schemes of learning/work, lesson plans and timetable
- c. Modem and reliable internet connection
- d. Mobile phone and airtime to communicate with learners
- e. Dedicated serene e-learning space
- f. Teaching and Learning Resources (e.g. Flipcharts, whiteboards, markers etc.)

2.3 What should Parents/Guardians do?

Parents should ensure they provide their children or wards with:

- a. Laptop/Computer with good camera and sound system
- b. Laptop should have Microsoft Office Suite
- c. Dedicated serene e-learning space
- d. Modem and reliable internet connection
- e. Teaching and Learning Resources (e.g. Pens, pencils, textbooks, exercise books, crayons etc.)
- f. A phone with airtime to communicate with teacher
- g. They should be appropriately dressed and ready before the start of the lessons

2.4 What IT Skills are needed for e-learning?

The skills required for your effective e-learning can be as simple as having knowledge in the use of Microsoft Office Suite (Word, Excel, PowerPoint, etc.) and as complex as having tools such as Adobe Photoshop to create interactive contents.

Teachers should be familiar with:

- a. Word,
- b. Excel,
- c. PowerPoint to be able to create simple lessons and contents for their learners.



However, to be able to include media component having knowledge in the use of tools such as Adobe Photoshop, Illustrator and Flash animations, video and sound creation tools is required. For training on any of the software listed above, the following links can be helpful:

- a. Udemy: www.udemy.com
- b. Coursera: www.coursera.org
- c. Edx: www.edx.org

2.5 Designing E-learning Lessons

E-learning lessons should follow normal lesson structure delivered in traditional classrooms. Lessons should be systematically planned to adapt to existing models that learners are familiar with. It should cover:

- a. Achieving the strands and sub-strands or learning objectives of the curriculum
- b. Choosing the appropriate media and delivery strategies
- c. The expected assessment format and the desired learning outcomes

2.6 E-learning Team

For effective e-learning delivery, school leadership should employ the services of qualified IT support staff or upgrade the skills of existing ones if need be. In addition, teachers should update themselves with the requisite technology and media related skills that are needed. Headteachers and Senior Leadership team should:

- a. Constitute a technical support team for teachers, learners and parents to support teachers with designing and implementing e-learning and other related issues.
- b. E-learning Administrator to manage learners' subscriptions, emails and communication between school and home (learners and parents)
- c. Appoint an e-learning coordinator who organises and synchronises all e-conferences and activities.
- d. E-learning teachers/ facilitators who can support learners' learning activities and ensure effective teaching and learning. Again, they create the needed environment that inspires confidence in the e-learning programmes.
- e. Specific subject experts to teach, lead and support e-learning, tasks and activities.

SECTION 3: INSTRUCTIONAL DELIVERY FORMAT

3.0 E-learning Instructional Delivery

Learning objectives/indicators and success criteria of the curricula can be realised through a basket of learning methods. When designing your e-learning programme, schools must ensure a combination of the following instructional delivery strategies:

- a. **Collaborative Methods:** including online guided discussions using Zoom meetings, WeChat, Moodle, Seesaw and other apps.
- b. **Expositive Methods:** including PowerPoint presentations, Demonstration, Read-to-Understand etc.
- c. **Application Methods:** including guided research, project-based learning and case-based exercises.

3.1 Instructional Delivery Format

E-learning instructional delivery methods can be realised through these formats. Similarly, schools are to vary their format in order to provide quality lessons to all groups of learners. The format includes but not exhaustive:

Interactive E-Lessons	Images	Audio	Role Plays
PowerPoint Presentations	Animations	Webinar & Virtual Classroom	Video Conferences
Emails	Blogs	Shared Documents	Photos

School leadership must consider the factors below when deciding or selecting the delivery format:

- a. Available resource for both learner and teacher:
- b. Learner-associated factors: That is considering how comfortable learners will be with the chosen delivery format, their technological know-how and availability of time.
- c. Required technology by learner: availability of computers, internet connectivity, the needed internet bandwidth and familiarity with software programmes.

3.2 Lesson Delivery Duration

Time tables- Based on the scheme of work, a timetable must be generated with specific activities that will be delivered and the needed materials learners should possess.

A suggestion may be that timetable should focus more on Science, Technology, Engineering and Mathematics (STEM) subjects. It is important for schools to reduce the number of subjects learners are required to take to ensure that they are not overburdened. See suggested timetable outline below (See Figure 1).

Figure 1

Days/Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:30am					
	SNACK BREAK				
10:30-11:30am					
	BREAK				
12:30-1:30pm					
	LUNCH BREAK				
2:00-3:00PM					

SECTION 4: SOME FREE LMSs THAT CAN BE EMPLOYED FOR YOUR E-LEARNING

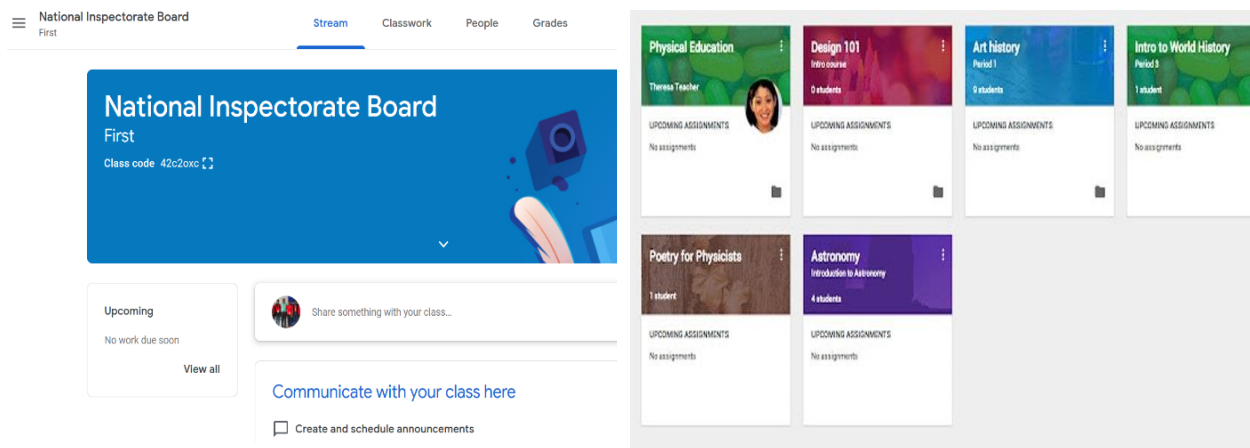
4.0 Google Classroom

Google Classroom is a cloud-based free learning management system that enables teachers to create an online classroom area to share curriculum content. Teachers can give assignments from Google Classroom for learners to complete and submit for grading. Google Classroom can be accessed via mobile apps available for iOS and Android.

Follow these steps to create a class:

1. Visit <https://classroom.google.com/>.
2. Sign in with your Google account or signup if you do not have an account.
3. On the Welcome screen, click the plus sign at the top
4. Choose Create Class.
5. In the Create a Class dialogue box, type in the Class Name and Section.
6. Click Create.
7. Your new classroom is created (See Figure 2). Surf through the tabs to understand how it works.

Figure 2



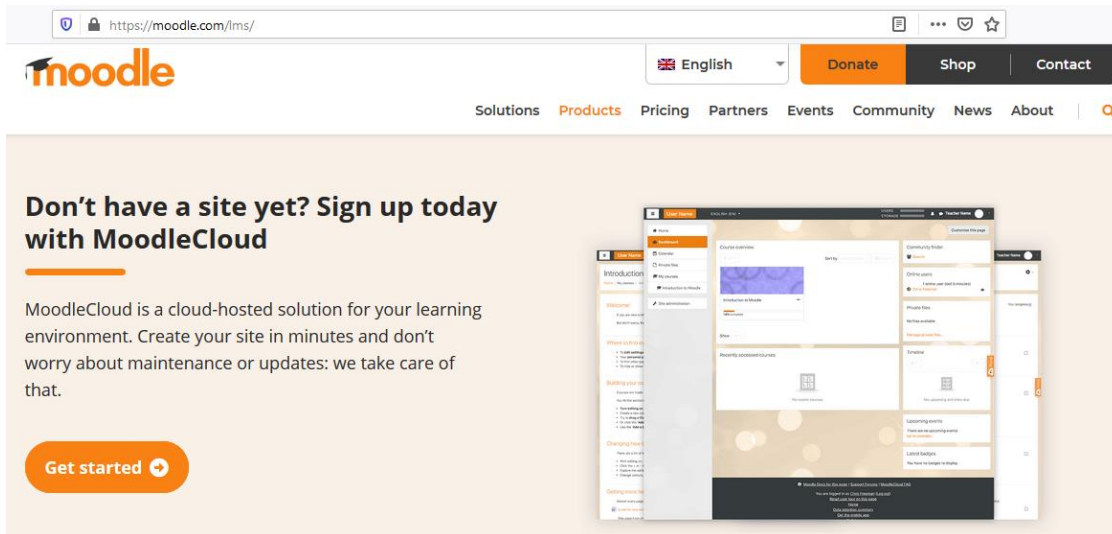
4.1 Moodle

Moodle is a cloud-based learning management solution that provides educational institutions with tools to design customisable training courses. It comes with a centralised dashboard, which enables users to track course completion and monitor learners' progress using predictive analytics.

Follow these steps to sign up:

1. Visit <https://moodle.com/lms/>
2. Click on the “Get Started” button (See Figure 3).

Figure 3



3. A new tab will open for you to select a package plan for your school.
4. Click “Sign Up” under any of the plans to register.
5. Click on “Take me to a live demo” for a tour on how Moodle works.
6. Select “Create a new account”.
7. Click to confirm your agreement with all Moodle terms of services.
8. Enter your details to proceed (See Figure 4).

Figure 4

Enter your details

A screenshot of the MoodleCloud sign-up form. At the top, there are five steps labeled 'STEP 1' through 'STEP 5', with 'STEP 1' being the active step. The form is divided into two columns. The left column contains: 'First name *' with a text input field; 'Email address *' with a text input field; 'Mobile/Cell number *' with a dropdown menu showing a US flag and '(201) 555-5555' and a text input field; and a note: 'We will use this information to verify your account.' The right column contains: 'Family name *' with a text input field; 'Email address confirmation *' with a text input field; and 'Your timezone *' with a dropdown menu showing 'UTC'. Below these two columns are two more fields: 'Organisation name' with a text input field and 'Organisation type' with a dropdown menu showing 'Select...'. The form has a light gray background and rounded corners.

9. Now enter a name that will be used for your MoodleCloud site (You may use your school name without space) . See Figure 5.

Figure 5

Setup your MoodleCloud site

Here's the exciting bit! Give your site a name and a place to live. Choose wisely - your site name and hosting location cannot be changed later.

STEP 1 STEP 2 STEP 3 STEP 4 STEP 5

Site name *

✓ nib .moodlecloud.com

Your site name is available.

Your MoodleCloud URL will be <https://nib.moodlecloud.com>

Choose where your site will be hosted. We recommend choosing the location closest to you and your students. *

Ireland

What best describes how you intend to use MoodleCloud? *

For use in K-12

10. Select any of these countries: *USA, Australia, or Ireland* to host your site.
11. Select your intended purpose (*for use in K-12: kindergarten to 12th grade*) for MoodleCloud.
12. You will then receive a verification code on your phone for identity verification.
13. Choose a password (minimum of 5 characters)
14. Done.
15. Enter your MoodleCloud site name (e.g <https://nib.moodlecloud.com/my/>) in your browser to Log in your account to begin to create a class.
16. Visit https://docs.moodle.org/38/en/Main_page for more information on how to use Moodle

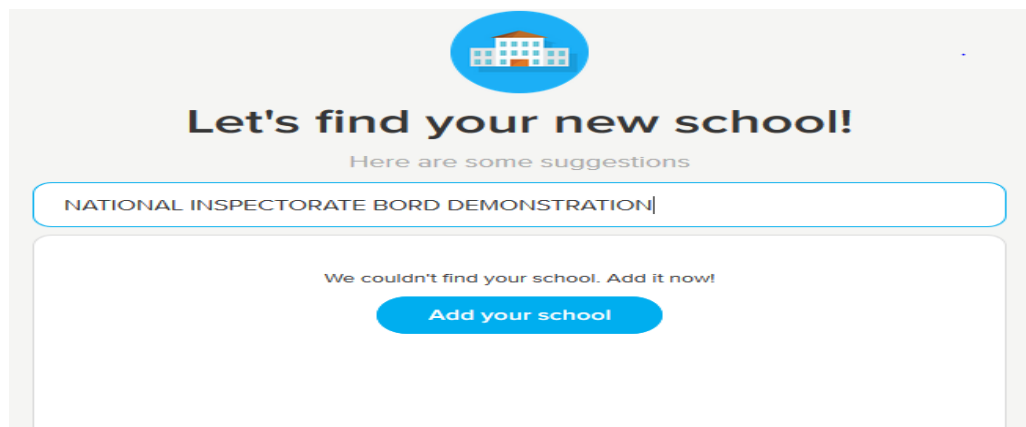
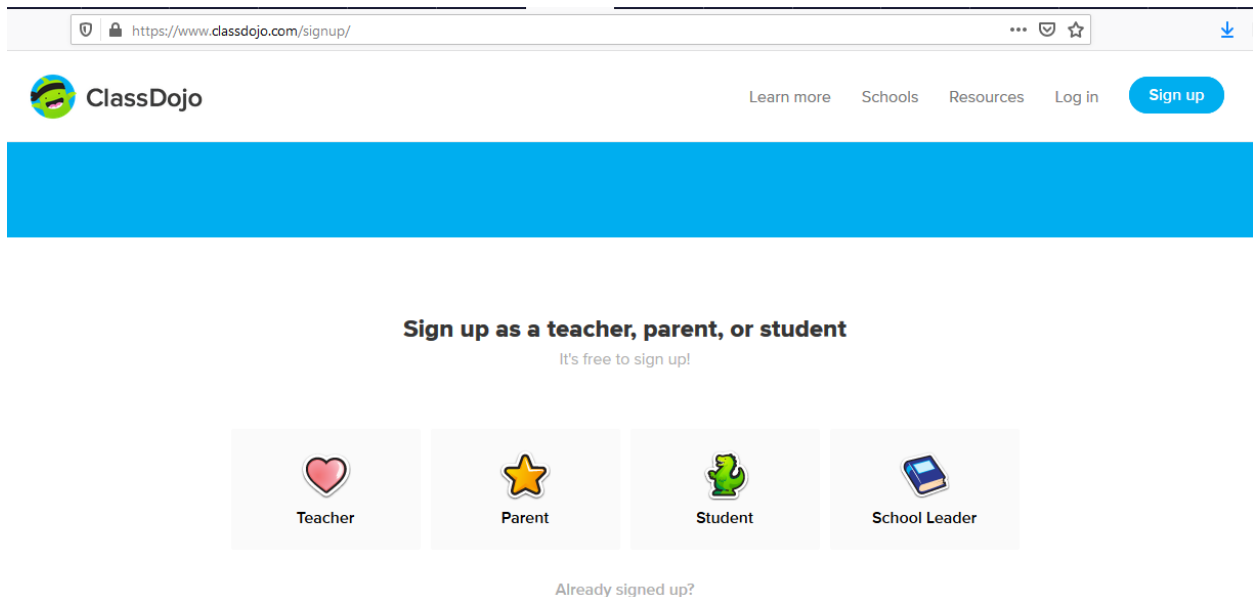
4.2 ClassDojo

ClassDojo is a cloud-based LMS for online course creation. It allows for addition of images and tables to course materials. Course delivery formats include video, audio, and Microsoft Word files.

Follow these steps to sign up:

1. Visit <https://www.classdojo.com/signup/>
2. On the homepage select “Teacher/Parent/Student/School leader” from the center of the screen depending on your status (See figure 6).

Figure 6



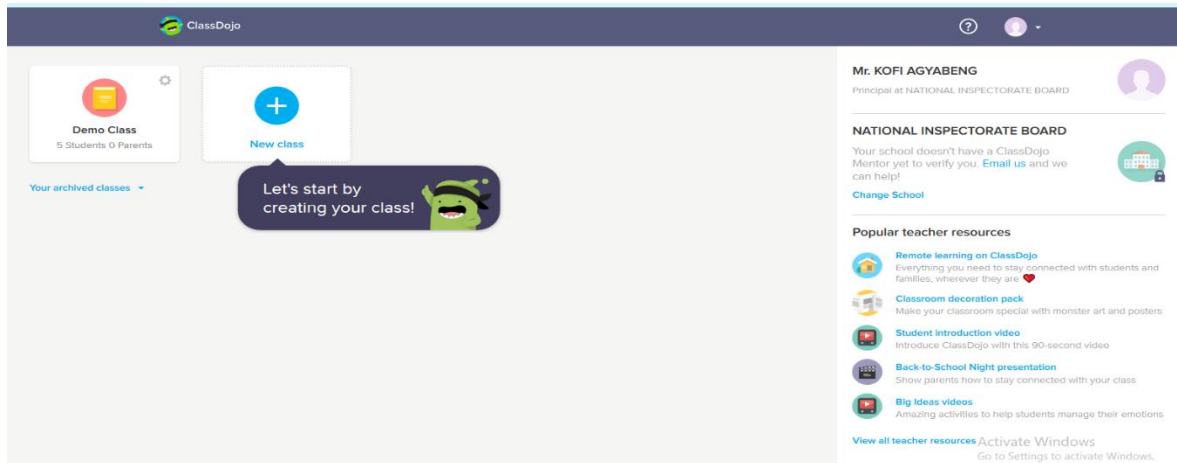
3. Enter your personal information and click “Sign up”
4. Search for your school name, selecting the matching school listing from the school list, then clicking on "Join this School" or click "Can't find school? Add it now" if it is not in the search results (See Figure 7).

Figure 7

5. Enter your school details to include them in the school list.

6. Follow the steps to add your first class, students, and skills, or hit the "Cancel" button to go to your account dashboard (See Figure 8). You can find more information here <https://classdojo.zendesk.com/hc/en-us/>

Figure 8



Below are other free LMSs that can be used:

Canvas (<https://www.canvas.net/>) - This is a cloud-based LMS. It is a scalable platform that can be used to serve education organisations of all sizes and types and from blended to fully virtual learning. The Canvas platform offers full-fledged LMS functionality including standards-based grade books, formative assessment, course authoring, mobile communication and other teaching tools. Over two hundred different tools allow teachers to customise courses and monitor engagements with their class or individual learners.

Coggn (<https://www.coggn.com/>) – This is a cloud-based LMS for online course creation. It allows for addition of images and tables to course materials. Course delivery formats include video, audio, and Microsoft Word files.

Blackboard CourseSites (<https://coursesites.com/>) – It allows for creating, administering, tracking, and delivering courses online. Users can access online courses, upload assignments, and interact between classmates and instructors. Modules constitute of presentations files, handouts, teaching and learning exams (TLE), and discussion boards.

ATutor (<https://atutor.github.io/>) - It is a cloud-based LMS that offers online course management and content authoring to create learning courses. The authoring tool includes a web service that evaluates the accessibility of authored content.

Sakai CLE (<https://www.sakailms.org/>) - It is an open source LMS for schools that handle assignments, calendars, grade books, tests, and quizzes. Its features include course management, syllabus tool, and lesson builder. It also offers interactive learning features like multimedia course embedding, chat functions, and video tutorial.

SECTION 5: E-LEARNING ASSESSMENT METHODS

5.0 E-Learning Assessment Methods

Based on the learning objectives, format of learning and duration of task, teachers should adopt different assessment approaches to assess learning. Assessment tasks should take different forms in order to engage learners for a period of time.

This should include

- a. project-based tasks,
- b. case-study tasks,
- c. research work,
- d. open-ended questions,
- e. reviews and analysis,
- f. problem-solving activities,
- g. write-ups/ essays,
- h. scenario-based questions etc.



Schools should focus on administering more of formative assessment methods as compared to the traditional summative methods.

5.1 Assessment Tests

To achieve the intended learning outcome, e-learning teachers should use different types of tests strategies for different learning objectives. One such strategy is using questions to grasp learner's attention and getting them involved in the lesson. Your assessment tests should get learners to:

- a. Understand the facts about the concepts
- b. Contribute their understanding of concepts
- c. Apply steps, procedures and principles:



Questions should vary from multiple choice, multiple responses, matching features, ordering and estimation, fill-in-the-blanks and short answers.

SECTION 6: E-LEARNING EVALUATION GUIDELINES

6.0 Evaluation Guidelines

One critical area that school leadership should focus on is their evaluation strategy for the e-learning platforms they seek to implement. This should form an important part of the designing stage. It is expected that schools should establish a clear purpose of the evaluation. This can be:

- a. To measure the effectiveness of the media used, the effectiveness of teaching and learning after lessons have been delivered or implemented
- b. To check for the quality of the lessons, teacher's materials and technology being used to upgrade or improve before whole school implementation
- c. To evaluate if effective teaching, learning and assessment is happening (both formative and summative)

6.1 Evaluation of E-learning Classes

In order to ensure and promote the quality of e-learning programmes, school leadership is required to log-in to the e-learning platform periodically during lessons to observe, collect data and generate reports for analysis and decision-making. They must conduct assessments in these areas:

- a. **Teachers Evaluation:** Headteacher and school leadership must conduct periodic teacher evaluation to:
 1. Ensure that teachers are continuously improving on the instructions and materials they give to learners,
 2. Ensure they are setting clear learning objectives according to the approved curricula,
 3. Ensure that they are achieving the actual learning outcomes and the desired motive of e-learning.

Headteachers must evaluate lessons based on the National Inspectorate Board's (NIB) 7 indicators and 20 sub-indicators. (See Appendix A). Headteachers' judgement must be based on

1. **Teaching:** Structure and organising of lessons
2. **Teaching:** Creating a positive e-learning climate
3. **Teaching:** Providing well-designed tasks
4. **Teaching:** Teaching interactively
5. **Teaching:** Assessing understanding
6. **Learning:** Engagement & Cooperation
7. **Learning:** Attainment

- a. **Learner Evaluation:** Learner evaluation is crucial to all e-learning programmes. This is because schools need their feedback on how to improve on the media, instructions and assessment modules. The following guidelines are to be ensured by the headteacher:
1. All learner evaluations are administered by the headteacher and the school leadership team.
 2. Ensure confidentiality of learners' responses.
 3. Teachers should have access to a composite of the results after each assessment.
 4. Learners' evaluation may include learners' reactions, learning, behaviour and results.

6.2 NIB Evaluation of schools' E-learning programmes

In monitoring and supervising the various e-learning platforms, the NIB will continue to employ its Inspection Evaluation Framework (IEF) as a form of evaluating and assessing quality teaching and learning standards. The IEF which is in two parts, sets out judgements that inspectors will make during the observation of a school's e-learning class. The observation will be structured around a set of quality indicators which will evaluate the teaching of English, Mathematics and Science. Schools will equally be served with our inspection reports after our evaluation via email.

The purposes of the quality indicators are to:

- a. Ensure consistency in evaluations made by different inspectors;
- b. Ensure consistency in evaluation made about different schools;
- c. Identify clearly the key factors of successful e-learning programmes
- d. Provide schools, parents and the education system with a clear view of the range of e-learning performance.

6.3 Virtual-Inspections

NIB Virtual-Inspections will evaluate schools on a four-point scale:

Key to Ratings (Figure 3.0)

Outstanding	3.50 – 4.00	Exceptionally high quality, exceeding the level at which every school in Ghana is expected to perform.
Good	3.00 – 3.49	The level at which every school in Ghana should perform. Achieving this level of performance should be realistic goal for every school.
Satisfactory	2.00 – 2.99	The minimum level of performance for schools in Ghana. Every school's performance should reach or exceed this level.
Unsatisfactory	1.00 – 1.99	Not at an acceptable level for schools in Ghana.

Virtual Inspection Planning

The Chief Inspector of Schools (CIS) will request Headteachers and School leaderships to serve her office with:

- a. Their approved e-learning timetable,
- b. Teacher's scheme of work or short-term plans
- c. Teacher's e-learning lesson plan
- d. E-learning platform (s) links and address
- e. Access or Login details for the assigned Inspector as a guest to the chosen class

APPENDIX A: NIB'S LESSON OBSERVATION FORM

Key to Ratings

Outstanding	Good	Satisfactory	Unsatisfactory	Not Applicable
4	3	2	1	99

Time on Task		1 st snapshot (4-5 min)		2 nd snapshot (9-10 min)		3 rd snapshot (14-15 min)	
T1	Teacher is teaching or has provided a learning activity for most students	Yes	No	Yes	No	Yes	No

S/N	Indicator	Rating				
A. Teaching: Structuring and organizing lessons						
1.	Lesson plan: Available and provides up-to-date information relevant to the lesson being taught.	4	3	2	1	
2.	Coherence of lesson: Various stages build on each other and reasonably paced.	4	3	2	1	
B. Teaching: Creating a positive climate						
3.	Teacher expectations: Demonstrates high expectation of learners' behaviour.	4	3	2	1	
4.	Gender sensitivity: Teacher challenges gender stereotypes and provides equal opportunities to boys and girls.	4	3	2	1	N/A
5.	Classroom management: Teacher redirects misbehaviour and focuses on the expected behaviour, rather than the undesired behaviour.	4	3	2	1	
6.	Special needs: Teacher recognises learners with special educational needs and provides them with relevant support.	4	3	2	1	N/A
7.	Targeted Instruction: The teacher adjusts teaching to the level of the students	4	3	2	1	

C. Teaching: Providing well-designed tasks

8.	Thinking tasks: Teacher provides tasks that engage and challenge learners.	4	3	2	1	
9.	Time on task: Learners are on task	4	3	2	1	
10.	Critical thinking: Teacher asks open-ended questions	4	3	2	1	

D. Teaching: Teaching interactively

11.	Lesson content: Teacher instructions and explanations are clear.	4	3	2	1	
12.	Teacher's feedback: Clarifies learners' misunderstandings, encourages discussion among them and helps identify their successes.	4	3	2	1	
13.	Teacher facilitation: Teacher models by enacting or thinking aloud	4	3	2	1	
14.	Lesson facilitation: Teacher links lessons to other content knowledge, students' daily life or culturally relevant situations.	4	3	2	1	

E. Teaching: Assessing Understanding

15.	Checks for understanding: Teacher uses questions, prompts or other strategies to determine and guide learners' level of understanding.	4	3	2	1	
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F. Learner: Engagement and Attitudes

16.	Learners' attitude: Learners volunteer to participate in the lesson.	4	3	2	1	
17.	Active engagement: Learners ask questions during lesson.	4	3	2	1	
18.	Active engagement: Learners work collaboratively with each other during lesson	4	3	2	1	
19.	Attitude towards feedback: Learners accept feedback from peers and teacher and work with them.	4	3	2	1	

G. Learner: Attainment

20.	Learner attainment: Proportion of learners successfully completing teacher's task during the lesson.	4	3	2	1	
Total Score						
Average Score						

End of lesson observation




Actual end time

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