

Tuesdays in the Trenches NASCEE

**Assessing
Curriculum and
Reading
Practices –
Principals, DHs
and Teachers**

Areas Covered

1. Curriculum Management and Reading Practices
2. Management Practices Assessor
3. Curriculum Tracker
4. Integrated Teacher Training and Assessment
5. Teaching Observation/Coaching Rubric



Curriculum Support and Reading Practices

1. Curriculum Management (Principals)

- Curriculum Management Best Practices (SMT)
- School and CM Plan
- CAPs compliant school timetable
- Review CM Tracker

2. Curriculum Coverage & Teacher Dev (DHs)

- Operationalise CM Tracker
- Dept/phase and subject meetings
- Supervision schedule
- Staff development workshops

Teaching Generic Best Practices
Literacy Specific Best Practices

4. Assessments (DHs)

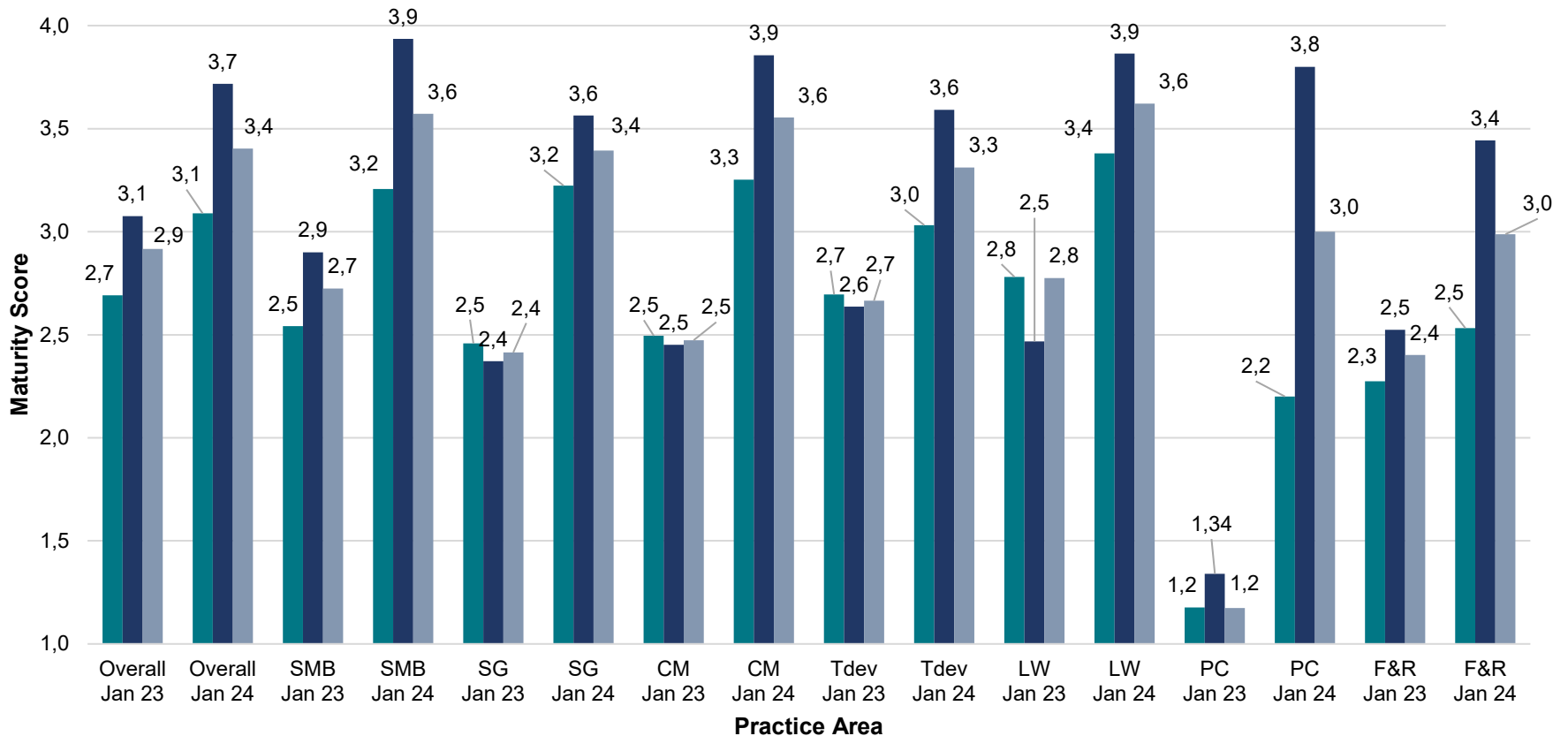
- Root Cause Analysis
- Improvement Action Plan

3. Reading (Principals and DHs)

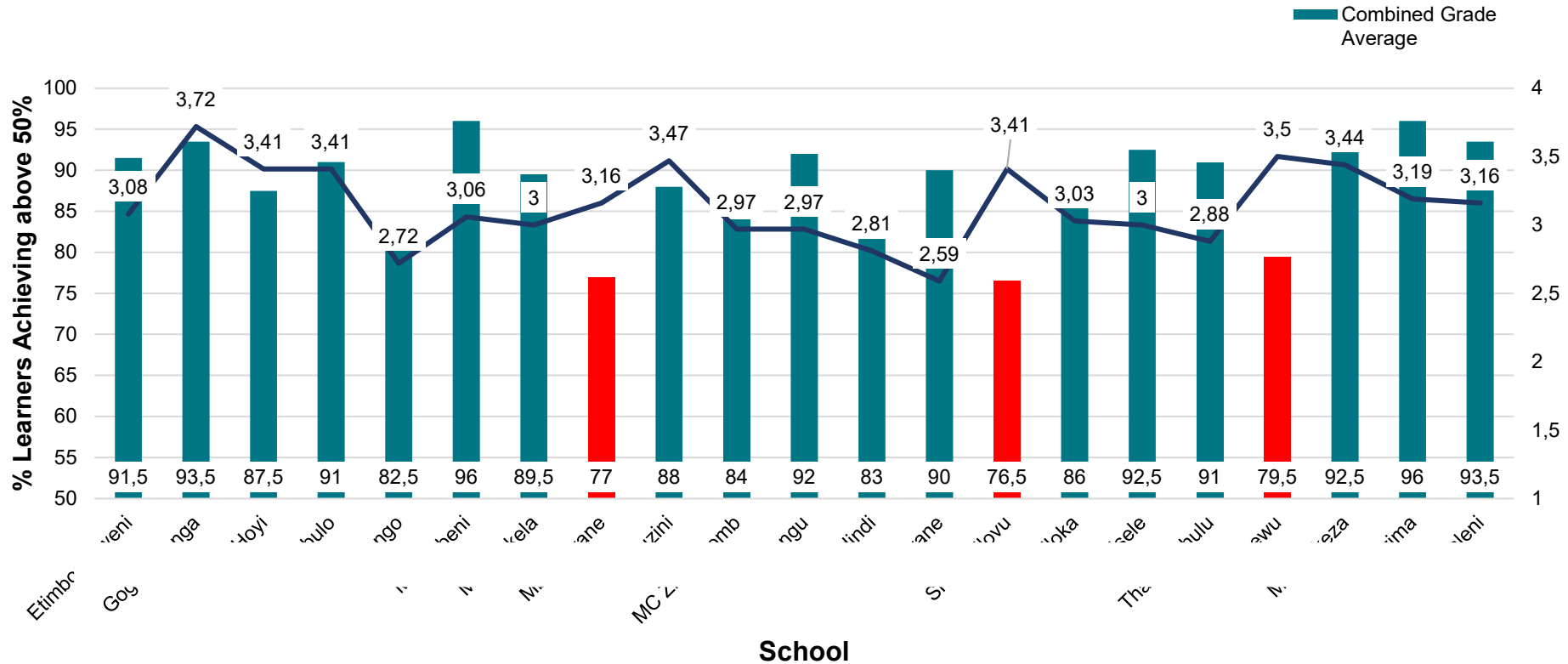
- Reading Resource Management Practices
- Supporting Reading in the Classroom Practices
- Reading Support sessions for Parents

Teacher Professional Development; Language of Instruction; LTSM; Post Vacancies; Class Sizes

Management Practice Maturity (Feb 2023 vs 2024)

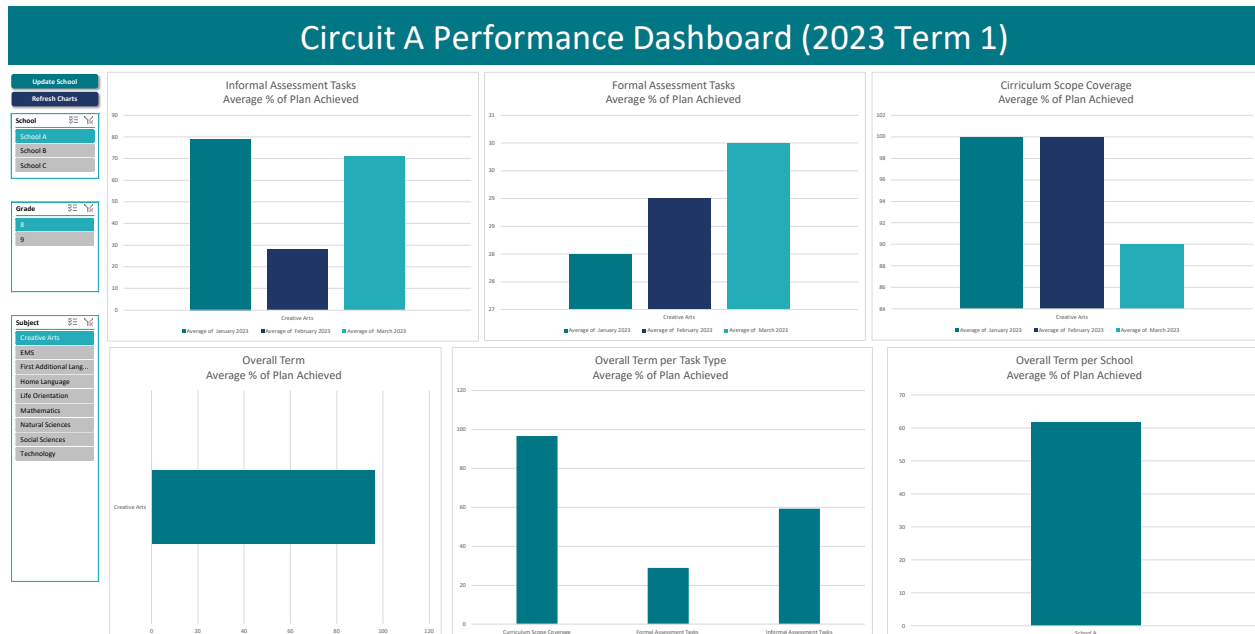


Management Practices Maturity and School Results: XXX District



Curriculum Tracker

- Tracks formal and informal tasks as well as topic coverage
- Cloud based and can be used to aggregate data automatically without this having to be done manually
- Provides a dashboard for each level of user and also provide the ability for users to drill down into the base data



Integrated Teaching Baseline & Progress Assessment (collaboration with Edufundi)

Purpose

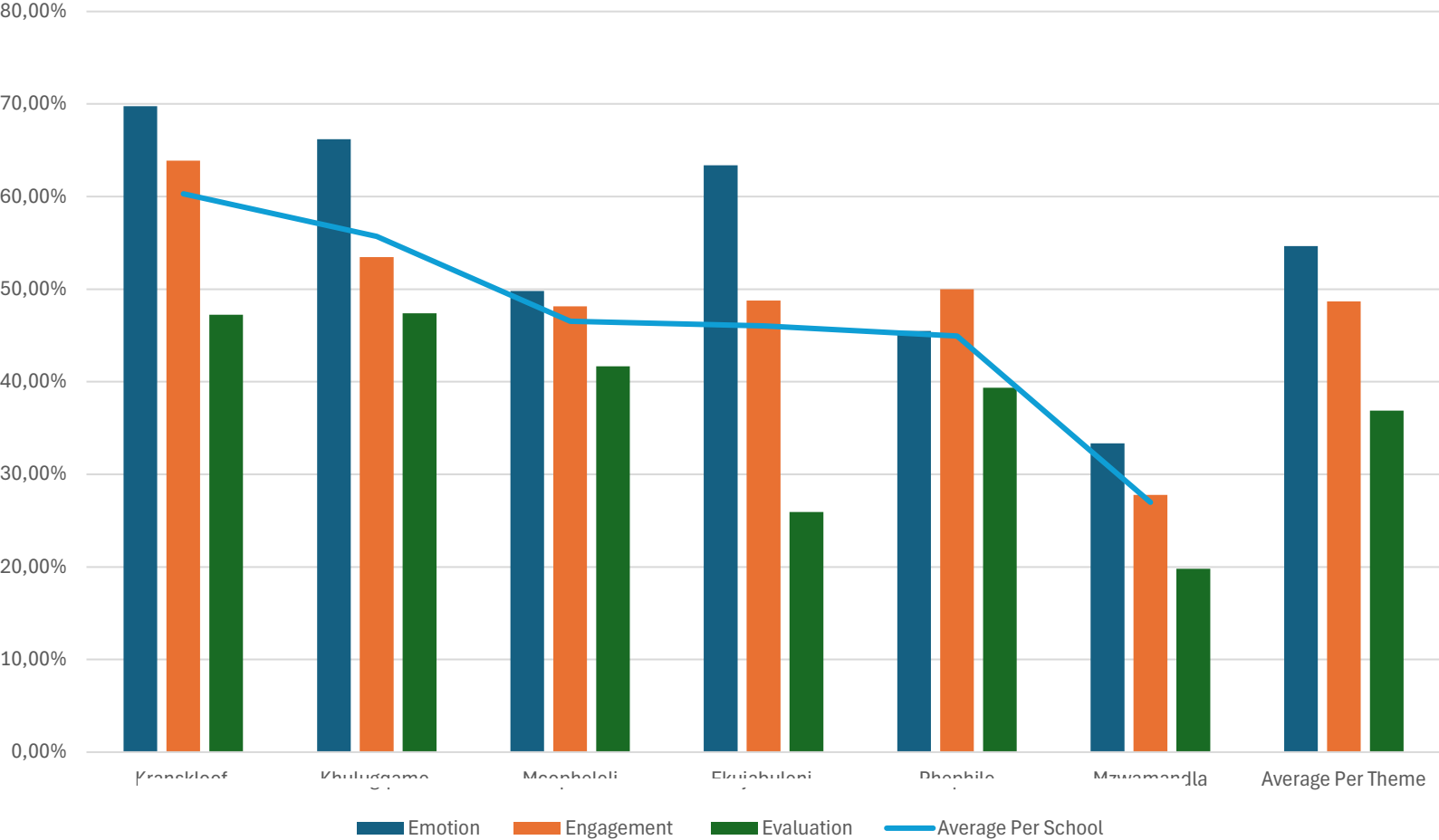
1. To establish the status of teaching practice of the cohort of teachers prior to commencing the program
2. Utilize the results of the assessment to inform the support provided, as well as guide the order in which practices will be focused on. (Group workshops & 1-1 Coaching)
3. Assist in tracking improvement in teaching practice because of the intervention. (Compare baseline scores to progress assessment scores)

Process



Teaching Baseline – School & Theme – April 2024

Baseline Assessment by School and Theme Apr. 2024



Teacher Training & Coaching (Collaboration with Edufundi)

1. **Pre-content workshops** – generic practices e.g. Cooperation and support

2. **Start of Term** – pre- and post- test – reading and literacy practices e.g. phonetics, Group Guided reading, Paired Reading

3. **Observation and Coaching** – generic teaching and reading specific practices

4. **Post-content workshop** – generic practices

5. **Repeat** for each Term

Coaching Rubric for In-School Support (FP HL)

FOUNDATION PHASE MENTORED TEACHERS: COACHING CHECKLIST

Date of Observation:		School Name:	
Teacher's Name			Grade of Class observed
Observers Name			
Link to On-Line Survey Form	https://forms.office.com/r/1wmxHCRwN9		

Rating:

Rating Statements	Rating	Score	Notes
NEGLIGIBLE / NOT EVIDENT	N	0-12.5%	Insert either 0%, or 12.5%
PARTIALLY EVIDENT	P	25-37.5%	Insert either 25% or 37.5%
MOSTLY EVIDENT	M	50-62.5%	Insert either 50% or 62.5%
HIGHLY EVIDENT	H	75-100%	Insert either 75%, 82.5% or 100%
NOT APPLICABLE	N/A	Exclude Q from score	

Rubric

2: PLANNED, SCAFFOLDED LESSONS THAT MAXIMISE ENGAGEMENT <i>(engagement) (Continued)</i>	EVIDENCE RATING				
	N Negligible /Not Evident	P Partially Evident	M Mostly Evident	H Highly Evident	N/A Not App
2.6 The teacher keeps learners' attention/focus when explaining, demonstrating, checking for understanding, giving instructions etc. Evidence/Examples:					
2.7 The teacher has prepared and effectively utilised flashcards for phonic and look and say words. Comments:					
2.8 During Group Guided Reading the learners are reading the age and language appropriate graded reader (s) Comments:					

1.9 The teacher uses brings fun and e Evidence/Examples:					
1.10 The Teacher spent 15 minutes teaching phonics Comment(s):					
1.11 For Group Guided Reading the learners have been placed into same ability groups. Comment(s)/Notes:					
1.12 During Group Guided Reading the groups not working directly with the teacher are meaningfully occupied with engaging tasks whilst the group guided reading is taking place. 					

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