

# SUPPORT SUPERVISION SYSTEM

TOOLBOX FOR THE PEDAGOGICAL SUPPORT



MINISTRY OF EDUCATION  
AND SPORTS



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## SUPPORT SUPERVISION SYSTEM

### TOOLBOX<sup>1</sup>



<sup>1</sup> This toolbox is based on the manual developed in 2016: SUPPORT SUPERVISION IN UGANDA, Enhancing Continuous Professional Development of Teacher Trainers: A Manual, 2016.

# Tool 1: NTC annual mentorship workplan template <sup>1</sup>

NTC		
Academic Year		
Date		
Chair of the mentorship committee: (Deputy Principal or delegation)	Name	
	Position	
	Tel	
	Email	

## Mentorship Activities

Tick the activities that will be implemented and inform on their frequency. The already ticked ones are the ones to be prioritised.

Mentorship activities	Responsible person	Frequency	Tentative dates	Number of staff targeted
<b>Coordination</b>				
To develop individual mentor action plan and evaluate practice				
To report on mentorship activities				
Other:				
<b>Mentorship activities in the NTC</b>				
Pedagogical Support to new lecturers				
Induction training for new lecturers				
Pedagogical Support to new lecturers (classroom observation, support on development of lesson plans...)				
Team-teaching with new lecturers				
Demonstration lessons for new lecturers				

<sup>1</sup> Adaptation of: SUPPORT SUPERVISION IN UGANDA, Enhancing Continuous Professional Development of Teacher Trainers: A Manual, 2016, pp. 62.

<b>Pedagogical Support to all lecturers</b>				
Pedagogical support visits to fellow lecturers (classroom observation, support on development of lesson plans...)				
Training of pedagogical staff				
Microteaching through video analysis				
<b>Mentorship activities in the partner secondary schools</b>				
Training of partner secondary schools staff				
Pedagogical support to partner secondary school staff to implement their learning contract				
Pedagogical support visits to partner secondary schools teachers (classroom observation, support on development of lesson plans...)				
Team-teaching with partner secondary schools staff				
Microteaching through video analysis				

# Tool 2: Lesson plan review tool

<b>Date:</b>	<b>NTC:</b>
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<b>Reviewee</b>	<b>Reviewer</b>
Name:	Name:
Position:	Position:

Specific contexts in which the lesson is taught

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Particular areas on which the reviewee requests feedback

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Lesson plan analysis

<b>1</b>	Weak
<b>2</b>	Fair
<b>3</b>	Good
<b>4</b>	Excellent

Criterion	Rating	Observation	Suggestion
The lesson plan is understandable to different readers/users			
<b>Assessment</b> is a component of the lesson planned, including student self-assessment.			
Lesson plan includes formative and summative <b>evaluations</b>			
Lesson plan contains instructional strategies and learning experiences that are <b>learners centered</b> , participatory (requires active engagement of students) and differentiated based on students' ability, interests, background, ...			
Lesson plan contains instructional strategies and learning experiences that <b>address</b> the targeted performance <b>objectives</b> .			
Lesson plan contains instructional strategies and learning experiences that emphasize <b>critical thinking</b> , problem solving, understanding and communicating skills.			
Lesson plans include the use of manipulative and laboratory materials, textbooks or other <b>instructional materials</b> aligned with the curriculum for each content area.			
Lesson plan explicitly integrates <b>technology</b> in teaching and learning activities, where appropriate.			

# Tool 3a: Classroom observation tool <sup>2</sup> (long version)

## PRE-OBSERVATION CONFERENCE

(Discuss before attending the lesson)

Observer's name:	Observer's designation & Institution:
Date:	College/School:
Class:	Department:
Subject:	Topic/sub topic :
Teacher's name:	Registration number:
Number & gender of registered students: Total..... Female..... Male.....	Number & gender of students present Total: ..... Female..... Male.....
Lesson starting time:	Lesson end time:
Remarks:	

### 1: Knows the learners and how they learn

- 1.1 Briefly describe the characteristics of the learners: year levels, gender balance, special needs etc.

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- 1.2 Are there particular **strategies or methodologies** planned to differentiate the lesson for learners or groups with different levels or (special) needs and abilities during the lesson?

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<sup>2</sup> SUPPORT SUPERVISION IN UGANDA, Enhancing Continuous Professional Development of Teacher Trainers: A Manual, 2016, p. 51.



## 2: Knows the content and how to teach it

2.1 To which part(s) of the syllabus does this lesson relate?

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2.2 What are the main lesson competences to be acquired? Which ATL instructional strategies do you plan to use to achieve them?

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2.3 What is the rationale behind your instructional strategies towards the achievement of the set lesson competences?

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2.4 How does the lesson link with previous learning experiences? How does it integrate with other knowledge areas?

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2.5 Which instructional resources (including ICT) are you planning to use so as to achieve the set lesson competences? At what point within the lesson do they fit?

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## Professional Practice

### 3: Creates and maintains a supportive and safe learning environment

What classroom management strategies do you plan to use for this lesson?

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### 4: Assesses and provides feedback on students' learning

4.1 How will you know whether the students have learned what you intended? When do you plan to do this?

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4.2 How do you intend to give feedback to learners?

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4.3 Is there anything challenging that you would like me to take note of during the lesson?

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**LESSON OBSERVATION**

<b>Area</b>	<b>Observations</b>
A) <b>Lesson Preparation</b>	
B) <b>Physical Environment</b>	
C) <b>Lesson Strategies and Activities</b>	
D) <b>Utilization of instructional materials</b>	
E) <b>Presentation &amp; communication</b>	
F) <b>Classroom Management and Leadership</b>	
G) <b>Lesson conclusion</b>	

## POST OBSERVATION CONFERENCING AND FEEDBACK

***NB: Use a non-directive interaction style/Indirect Style of Interaction. Avoid using comments like: good, very good. Be descriptive in the comments***

Strengths:

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Areas for improvement:

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Way forward/strategies agreed upon:

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**Signature and Date:**

**Observer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## LESSON OBSERVATION GUIDELINES

### A) Lesson Preparation

- Schemes of work
- Lesson plans
- Lesson notes
- Teaching learning resources
- Clarity of lesson competences
- Differentiation of lesson competences (domains and levels)
- Assessment strategies planned
- Any other important observations?

### B) Physical Environment

- Availability of resources, supplies needed for the lesson
- Classroom organization and physical layout (teacher-to-student and student-to-student interactions)
- Can desks and chairs easily be moved around the classroom for group work?
- Appropriate environment for special needs students
- Safety in the classroom
- Cleanliness, lighting and aeration
- Any other important observations arising from the lesson?

### C) Lesson Strategies and Activities

- Activation of students' prior knowledge
- Communication of expected competences to the learners
- Use of strategies that are appropriate for the lesson competences
- Use of activities and student work that engage students as active learners
- Differentiation of strategies, activities, and student work to ensure that all students sufficiently benefit from the lesson (support slow learners)
- Gender responsiveness
- Communication of accurate, relevant content, key concepts, skills and understandings
- Pacing and use of lesson time
- Team teaching with fellow lecturers/students or teaching assistants
- Provision of hand-outs and references (including electronic resources) for further reading
- Any other important observations arising from the lesson?

### D) Lesson Preparation

- Schemes of work
- Lesson plans
- Lesson notes

- Teaching learning resources
- Clarity of lesson competences
- Differentiation of lesson competences (domains and levels)
- Assessment strategies planned
- Any other important observations?

E) **Physical Environment**

- Availability of resources, supplies needed for the lesson
- Classroom organization and physical layout (teacher-to-student and student-to-student interactions)
- Can desks and chairs easily be moved around the classroom for group work?
- Appropriate environment for special needs students
- Safety in the classroom
- Cleanliness, lighting and aeration
- Any other important observations arising from the lesson?

F) **Utilization of instructional materials**

- Adequacy of instructional materials
- Appropriateness of the instructional materials
- How well were the instructional materials used?
- Innovative use of instructional materials
- Utilisation of ICT in teaching and learning
- *Any other important observations arising from the lesson?*

G) **Presentation & communication**

- Audibility
- Confident/enthusiastic
- Non-verbal communication e.g. gestures
- Clarity of explanation and instructions
- Maintaining eye contact
- Composure
- Mastery of content/subject
- Any other important observations *arising from the lesson?*

H) **Classroom Management and Leadership**

- Classroom rules, expectations and procedures that minimize time wasting, maintains student discipline/behaviour, and maximize student engagement in the lesson
- Reinforcement of positive behaviour; redirection of off-task conversations; correction of disruptive behaviours
- Reinforcement and use of Institutional norms and routines

- Movement in classroom
- Modelling of honesty, integrity and personal responsibility
- Team building within the class
- Use of energizers and ice breakers
- Guidance and counselling
- Any other important observations arising from the lesson?

l) **Lesson conclusion**

- Summary of key ideas at the end of the lecture
- Linking the lesson to the next lesson
- Take home assignments/reading assignments
- Any other important observations arising from the lesson?

## Tool 3b: Classroom observation tool <sup>3</sup> (short version)

Observer's name:	Observer's designation & Institution:
Date:	College/School:
Class:	Department:
Subject:	Topic/sub topic :
Teacher's name:	Registration number:
Number & gender of registered students: Total..... Female..... Male.....	Number & gender of students present Total: ..... Female..... Male.....
Lesson starting time:	Lesson end time:
Remarks:	

<sup>3</sup> SUPPORT SUPERVISION IN UGANDA, Enhancing Continuous Professional Development of Teacher Trainers: A Manual, 2016, p. 51.



Area	Strengths	Areas for improvement and recommendation
Lesson Preparation		
Physical Environment		
Lesson Strategies and Activities		
Utilization of instructional materials		
Presentation & communication		
Classroom Management and Leadership		
Lesson conclusion		

**Signature and Date:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Tool 4: Mentor activity record

→ To fill in after each mentorship activity

NTC	
MENTOR's NAME:	

Date	Mentorship Activity (Description)	Time-In	Time-Out	Location	Positives/Negatives

# Tool 5: Mentorship report template <sup>4</sup>

This report has to be prepared at the end of the Academic year

## WORKPLAN PROGRESS

Activities implemented from Mentorship Work Plan:

Mentorship activities	When	Details	# Staff targeted	# staff Trained/ Met
<b>Coordination</b>				
To develop individual mentor action plan and evaluate practice				
To report on mentorship activities				
Other:				
<b>Mentorship activities in the NTC</b>				
Pedagogical Support to new lecturers				
Induction training for new lecturers				
Pedagogical Support to new lecturers (classroom observation, support on development of lesson plans...)				
Team-teaching with new lecturers				
Demonstration lessons for new lecturers				
Pedagogical Support to all lecturers				
Pedagogical support visits to fellow lecturers (classroom observation, support on development of lesson plans...)				
Training of pedagogical staff				
Microteaching through video analysis				

<sup>4</sup> Adaptation from: SUPPORT SUPERVISION IN UGANDA, Enhancing Continuous Professional Development of Teacher Trainers: A Manual, 2016, p. 76.

### Mentorship activities in the partner secondary schools

Training of partner secondary schools staff				
Pedagogical support to partner secondary school staff to implement their learning contract				
Pedagogical support visits to partner secondary schools teachers (classroom observation, support on development of lesson plans...)				
Team-teaching with partner secondary schools staff				
Microteaching through video analysis				

Which activities were not implemented and why?

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What have been the main achievements / results? For the individual staff and for the training institution?

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Documents attached:

- Copies of Lesson plan review tools
- Copies of Classroom observation tools
- Copies of Mentor activity records
- Copies of mentors' appraisals
- Copies of level of application monitoring tools

Signature of the Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the Principal: \_\_\_\_\_ Date: \_\_\_\_\_

# Tool 6: Mentor Action plan and Appraisal forms

The forms below have to be annexed to the staff appraisal 1

## Tool 6 A: Action plan and Appraisal by Deputy Principal

<b>NTC:</b>	
<b>Mentor</b>	<b>Appraiser</b>
Name:	Name:
Position:	Position: Deputy Principal

The mentor action plan (left side of the table) should be filled in at the beginning of academic year, on the basis of an agreement between the deputy principal and the mentor. At the end of the assessment period, an appraisal meeting should be conducted by the deputy principal. Prior to the meeting, the mentor will fill in his/her self-assessment.

<b>MENTOR ACTION PLAN (to be completed at the beginning of year)</b>		<b>ASSESSMENT (to be done at the end of year)</b> 5 Excellent; 4 Very Good; 3 Good; 2 Fair; 1 Poor			
Mentorship Activities	Performance indicators	Self		Appraiser	
		Rating	Comments	Rating	Comments
Overall Assessment of Performance					

## Tool 6 B: Self-assessment

**Date:**

**NTC:**

Name:

Position:

During my practice as a mentor, what did work well?

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What were the challenges I have encountered?

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What can I do in the future to perform better?

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## Tool 6 C: Appraisal by peers

In order to get feedback from peers (NTC lecturers and partner secondary schools teachers), mentors need to lead either a group discussion or a quick survey, at least once a year.

The aim is to identify an area of mentoring the mentor wants to investigate and quickly obtain peers' feedback on that aspect of mentoring.

To do so, the mentor can organize:

- a) an anonymous survey among peers (e.g. one peer in three in the list of peers supported) and/or
- b) a focus group discussion

After organizing one or the other, or both, the mentor analyzes the feedback.

- a) **Anonymous survey (online or paper-based)**

Mentor's name: \_\_\_\_\_

NTC: \_\_\_\_\_

How would you rate the pedagogical support I have provided to you over the last year?

<b>1</b>	Weak
<b>2</b>	Fair
<b>3</b>	Good
<b>4</b>	Excellent

Pedagogical Support Provided By The Mentor	Please Rate From 1-4
Amount of pedagogical support provided	
Quality of pedagogical support provided	
Usefulness of the feedback received	
Contribution to the quality of my teaching	
Comfort with receiving support from this mentor	

For you, what are the mentor activities that have had the biggest influence on your practices? (you can choose several)

- Induction training for new lecturers
- Pedagogical support to develop portfolio
- classroom observation,
- development of lesson plans,
- support on resource materials etc.
- Team-teaching
- Demonstration lessons
- Training
- Microteaching through video analysis: gather staff to critique the video of a lesson
- other: specify \_\_\_\_\_

### General mentorship questions:

According to you, what are the mentors' areas of strengths?

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In which areas do they need support for improvement?

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#### b) **A focus group discussion**

In order to organize a focus group discussion, a mentor can follow these instructions:

- Keep it short (45-minutes)
- Appoint a moderator (cannot be you, it has to be a trusted peer/another lecturer)
- Keep the groups small: 6-12 peers
- Select four questions for discussion (based on the identified area of mentoring you want feedback on):
  - Start with a general question
  - Proceed with two specific questions
  - End with another general question



- Practical
  - Give them a copy of the discussion questions prior to the actual focus group
  - Introduce the moderator to your students before starting the focus group
  - Ensure your peers that their responses are confidential and leave the room
  - Receive the observational report from the moderator

c) **Analysis of survey and focus group**

Once the survey and/or focus group are implemented, the mentor needs to interpret the focus group report and survey results in order to plan changes resulting from the feedback. S/he can answer the following questions:

- To what extent do the comments made by the peers seem to be representative of your peers' experiences overall?
- According to the peers' comments, what could you do to bring about improvement?

# Tool 7: Level of ATL and ICT application monitoring tool

Please note the following instructions:

- Save each new observation as a separate file including the name of the observed teacher.
- It is important to observe the full lesson to fill in all parts of the tool.
- Use NA if the question is not applicable, other abbreviations will not work.
- Comments are optional, keep them short and put them only where relevant

## Section A: General information

College		Date (dd/mm/yyyy)
Name of teacher		Sex of teacher
Class taught		Subject taught
Nr. of students present today (As counted by you)		Nr. of students registered (Number, ask teacher)

## Section B: Lesson content and pedagogical approach

Lesson environment	Rating (1-4)	Comments
1. Can desks and chairs easily be moved around the classroom for active teaching (e.g. group work)?		
2. Does the room feel safe?		
Lesson structure and content	Rating (1-4)	Comments
3. Lesson started on time		
4. The objectives of the lesson and the relation with previous/next lessons were clearly explained		
5. The presentation and explanations given by the teachers were clear and understandable to learners		
6. The lesson content was accurate (no scientific mistakes, ...)		
7. Key points were summarised during and/or at the end of the lecture		

8	Teacher evaluate each and every lesson or learning experience.		
<b>Teacher – student interactions and participation</b>		<b>Rating (1-4)</b>	<b>Comments</b>
9	Students are encouraged to reflect on prior knowledge, engage in inquiry, self-assessment and develop their own goals		
10	The teacher checked students' understanding of the lesson using questions and answers		
11	Teacher encouraged the students to ask him/her questions		
12	Teacher demonstrated an open and respectful attitude towards learners		
13	Teacher interacted with students, he/she made eye-contact and knows some names		
14	Teacher requires active engagement of students.		
15	Learners showed interest and actively participated during the lesson		
16	Students are confident, take the initiative to solve problems, help one another		
17	Teacher provided special assistance to learners with difficulties		
<b>Practical component of the lesson</b>		<b>Rating (1-4)</b>	<b>Comments</b>
18	Teacher used practical/real-life examples		
19	The lesson included sufficient time for learners to practice, e.g. make exercises, solve problems, conduct experiments,		
20	Teacher gave constructive verbal and written feedback on learners' exercises, assignments and homework from previous lessons		
21	Teacher gave clear instructions to complete new assignments/home work		

### Section C: ATL methods, techniques and teaching aids

Teacher use of ATL techniques and methods		Rating (1-4)	Comments
1	Teacher creates a learning environment where all students benefit from a variety of teaching and learning approaches		
2	Teacher uses ICT into classrooms as a teacher resource tool for all students.		

Use of ATL Techniques and methods	Technique/ Method used?	IF USED, how well was it applied? <i>Rate from 1 to 4</i>
1.	Brainstorming	
2.	Individual problem-solving exercises	
3.	Group work	
4.	Learning stations/ corner work (different groups engaged in different activities)	
5.	Demonstration (e.g. laboratory, workshops, ...)	
6.	Simulation and role play	
7.	Presentations by learners	
8.	Research (i.e. internet, library resources, textbook, etc...)	
9.	Pair work and peer-to-peer explanations	
10.	Student self-assessment activities	
11.	Students' peer-to-peer assessment activities	
12.	Storytelling and shared writing	
13.	Learning contract	
14.	Problem/Project based learning	
15.	Other (1): <i>[write technique or method here]</i>	
16.	Other (2): <i>[write technique or method here]</i>	

Comments					
<b>Use of teaching aids</b>		<b>Teaching aid used?</b>	<b>IF USED, how well was it applied? Rate from 1 to 4</b>	<b>Accessible to learners?</b>	
1	Posters, pictures, maps				
2	ICT (Powerpoint presentation, video, podcast, ....)				
3	Laboratory equipment and tools				
4	Technical equipment and machinery				
5	Self-made teaching aids and/or real-life materials related to the lesson				
6	Other:				
Comments					
Thank you for completing this form. Please check if all sections are duly filled in.					



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