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# BEQUAL Phase 2

Basic Education Quality and Access in Lao PDR



## Teacher Support Pack Pilot Endline Evaluation Report

June 2023

ແຜນງານການປັບປຸງຄຸນນະພາບ ແລະ ຂະຫຍາຍໂອກາດເຂົ້າຮຽນ ສໍາລັບການສຶກສາຂັ້ນພື້ນຖານ ໃນ ສປປ ລາວ  
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# Abbreviations

BEQUAL	Basic Education Quality and Access in Lao PDR
CPD	Continuing Professional Development
DGE	Department of General Education (MoES)
DTE	Department of Teacher Education (MoES)
ESG	Education support grant
ESSDP	Education and Sports Sector Development Plan
GE&IE	Gender Equality and Inclusive Education
MoES	Ministry of Education and Sports
MT	Master Trainer
NPTS	National Primary Teaching Standards
PA	Pedagogical adviser
PT	Provincial Trainer
RIES	Research Institute of Educational Science
TSP	Teacher Support Pack
TTC	Teacher Training College

# 1 Executive summary

The Teacher Support Pack (TSP) was designed for use by Provincial Trainers (PTs) to support teachers. It includes high quality suggestions and practical strategies for PTs to use in conversations with teachers during school visits and when providing support remotely. The TSP was developed by a team of ten writers (50% F), from the Department of Teacher Education (DTE) and Department of General Education (DGE) of the Ministry of Education and Sports (MoES), four Teacher Training Colleges (TTCs) in Savannakhet, Salavan, Luangnamtha and Dongkhamxang, one district pedagogical adviser, and one school principal.

The TSP pilot was funded by the Government of Australia's Department of Foreign Affairs and Trade through the Basic Education Quality and Access in Lao PDR (BEQUAL) program. The TSP was pilot for use with grade three teachers by PTs in the six BEQUAL Phase 1 target provinces of Phongsaly, Luang Namtha, Khammouane, Savannakhet, Salavan and Sekong from September 2020 to March 2023. Master trainers (MTs) and PTs were trained in eight TSP modules covering: classroom management, supporting ethnic students, multigrade teaching, creating and using flashcards, formative and summative assessment, lesson planning, managing group and pair work, and building confidence for teaching English.

PTs in the six target districts used education support grant (ESG) funds to carry out school visits to target teachers in the pilot. Baseline and endline classroom observations on modules one to four took place in September 2021 and March 2023, respectively. Classroom observations on modules five to eight, teacher interviews, and PT reflection workshops were included as endline data sources.

Although the pilot baseline and endline data collections involved a small sample of teachers ( $n=21$ , 57% F), the findings are encouraging. The TSP endline indicates the TSP tools helped strengthen the content of pedagogical support. Qualitative data gathered showed that PTs and teachers who participated in the pilot benefited from the guidance and strategies in the TSP. Quantitative data gathered through classroom observations showed positive trends for changes in teaching practices related to classroom management.

Key findings from the evaluation are:

- 1. TSP training and resources increased PTs' confidence for supporting teachers.**
- 2. The TSP gave PTs and teachers a common language.**
- 3. Teachers and PTs reported improvements in teaching practices.**
- 4. Assessment-focused pedagogical support was especially valued.**
- 5. Some PTs and teachers observed increased student engagement and learning.**
- 6. More pedagogical support visits are needed to assess the impact of each TSP module on teaching practices.**

The TSP provides practical, classroom-ready strategies for teachers. Expanding its rollout beyond pilot provinces and to more pedagogical support personnel is recommended to extend its benefits to more teachers and students.

## 2 Background

### 2.1 Purpose of the TSP

The TSP was developed as a resource for PTs to use with teachers when visiting a school or when providing support remotely. The TSP guides pedagogical support personnel to provide high quality suggestions and strategies to teachers, to help improve teaching practices and in turn improve student engagement and learning.

The TSP modules are based on the National Primary Teaching Standards (NPTS). The teaching standards define the minimum level of teaching practice quality expected of trainees and teachers and guide what teachers should know, what skills they should possess and what values they should hold. Each TSP module links to specific domains within the NPTS.

The TSP includes eight stand-alone modules, each focusing on a different area of teaching:

- **Module 1 – Classroom management**
- **Module 2 – Supporting ethnic students**
- **Module 3 – Teaching multigrade classes**
- **Module 4 – Creating and using flashcards**
- **Module 5 – Formative and summative assessment**
- **Module 6 – Lesson planning**
- **Module 7 – Setting up and managing group/pair work**
- **Module 8 – Building confidence in teaching English**

Each TSP module contains practical strategies linked to the module topic, which teachers from all grades can easily apply in any subject. Pedagogical support personnel, such as PTs, pedagogical advisers or other district personnel, can select modules to use based on each teacher's learning needs. *Table 1* below describes the structure and content covered in each TSP module.

**Table 1: TSP module structure**

Structure	Content Description
1. Module overview	Basic information on the topic of the module and details on which domain and teaching standard the module covers.
2. Introduction	Detailed information on the teaching skill/topic covered in the module and how this skill/topic links to the primary curriculum and/or student learning outcomes.
3. How can I support teachers?	Guidance on which sections of the TSP to use when carrying out a peer learning activity, and when in the peer learning activity to refer to the different sections.
4. Reflection questions	Questions PTs can ask teachers to encourage them to reflect on their existing knowledge and experience with the teaching skill/topic covered in the module.
5. Teaching behaviours	Examples of good practices and common mistakes related to the teaching skill/topic covered in the module which PTs can refer to when doing a classroom observation.
6. Teaching strategies	Five to eight strategies linked to the teaching skills/topic of the module. Strategies are practical, context appropriate, low resource, and promote inclusive learning.
7. WhatsApp messages	Scripted messages that can be sent to teachers through WhatsApp learning groups. Each message introduces one of the strategies detailed in the module.

All TSP modules include specific practical guidance on gender equality and inclusive education (GE&IE) strategies applicable<sup>1</sup> to the topic covered by the module, except for module eight on building confidence in teaching English. Module eight is focused on teachers developing their own skills and confidence, rather than building teachers' capacity to implement improved teaching practices with their students.

The TSP was designed to be used with the five peer learning modalities that were introduced through the curriculum orientation training: Classroom Observation, Learning Circles, Co-Teaching, WhatsApp Learning Groups, and Buddy System. The TSP provides guidance on identifying a teacher's strengths and areas for development.

## 2.2 Development of the TSP modules

The TSP modules were developed by a team of ten writers (50% F) selected from across central and subnational levels of the education system, to build capacity for development of continuing professional development (CPD) resources aligned to the new curriculum and the NPTS. The TSP module writing team participated in four capacity building workshops in 2021, demonstrating significant development in knowledge, skills and confidence related to teacher CPD material writing across periodic capacity self-assessments.

Table 1 below compares the average self-ratings given out of five by TSP writers for each of the 16 work skills at baseline and time points two to four. Average skill ratings increased from baseline (January 2021) to endline (December 2021). Some declines are noted at time point three, most likely due to a change in team composition rather than actual decrease in knowledge or confidence overall.

**Table 1: TSP content writers' self-assessed levels of knowledge across 16 skill areas in 2021**

	2021			
	Jan	Jul	Sep	Dec
<b>Writing Skills</b>	<b>Avg</b>	<b>Avg</b>	<b>Avg</b>	<b>Avg</b>
Use pre-prepared templates to design teacher learning resources	2	3.44	3.43	4.14
Write using clear, consistent and concise language	2.89	3.44	3.57	4.14
Layout and format documents to enhance readability and encourage understanding	2.56	3.56	3.29	4.14
Use word processing (ICT) skills to design teacher learning resources	3	3.56	3.57	4.29
Give constructive feedback to peers about how to improve teacher learning resources they have developed	2.44	3.89	3.43	4.14
Receive and act on constructive feedback from peers to improve teacher learning resources I have developed	3	4.33	4	4.43
<b>Knowledge of Teaching Skills</b>	<b>Avg</b>	<b>Avg</b>	<b>Avg</b>	<b>Avg</b>
Describe the link between effective teaching and student learning outcomes	2.67	4.11	3.71	4.14
Define specific learning outcomes for teacher learning resources	2.67	4	3.71	4.14
Design materials that demonstrate an understanding of how to plan and deliver primary lessons	2.11	3.78	3.43	4
Include child-friendly teaching strategies when designing teacher learning resources	2.56	4.11	3.29	4.14
Include a variety of active learning teaching techniques when designing teacher learning resources	2.67	4	3.57	4.14
Include guidance on how to implement inclusive learning when designing teacher learning resources	2.44	3.89	3.57	4.14

<sup>1</sup> For example, module five on assessment includes advice such as 'some students may lack the social skills to work in groups effectively. Spend time at break/lunch time doing the assessment activity one-on-one to fairly assess these students.'

Design teacher learning resources which are aligned to the teaching standards	1.67	3.78	3.43	4.29
<b>Knowledge of Teaching Context Skills</b>	<b>Avg</b>	<b>Avg</b>	<b>Avg</b>	<b>Avg</b>
Design materials that demonstrate an understanding of the local context in which teachers work	2.44	3.89	3.43	4.14
Design materials that demonstrate an understanding of national and subnational education policies	2	3.56	3.43	3.86
Design materials which address teachers' learning needs	2.11	3.78	3.29	4

Additional resources developed to complement the TSP include:

- *Teacher Support Pack Training – Trainer Book* (for MTs)
- **Video 19 – Creating and using flashcards**
- **Video 20 – Supporting students from non-Lao speaking background**
- **Video 21 – Setting up and managing pair and group work**
- **Video 22 – Building confidence in teaching English**

The videos are part of the Teacher Development Video series and were produced by the RIES E-learning Centre in partnership with BEQUAL. The videos are structured, fully scripted instructional videos which explain teaching techniques. As of May 2023, Video 19 had been viewed 16,551 times on YouTube and Video 20 had been viewed 8,834 times. Video 21 on *Setting up and managing pair and group work* is due to be released in July 2023. Video 22 on *Building confidence in English* will be released later in 2023. All videos are dubbed in sign language and shared on television and social media platforms.

## 2.3 Scope of TSP implementation

### 2.3.1 PT training

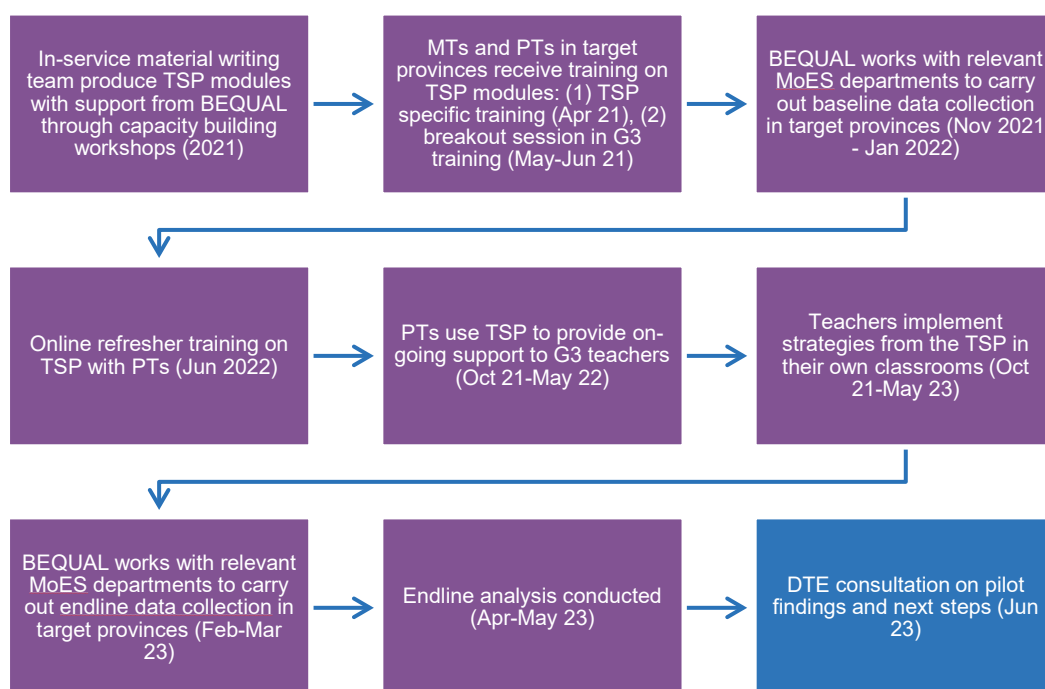
The TSP was piloted for use with grade three teachers by PTs across the six Phase 1 target provinces of Phongsaly, Luang Namtha, Khammouane, Savannakhet, Salavan, and Sekong from September 2020 to March 2023. Two face-to-face training workshops and six half-day online workshops on the TSP modules were held over the period with a total of 229 (52% F) PTs trained. The PTs then used the TSP modules during pedagogical support visits to teachers.

### 2.3.2 Baseline and endline evaluation

As part of the TSP pilot, detailed classroom observations related to TSP strategies were carried out with 21 teachers (57% F) across the six provinces. Baseline observations occurred in late 2021 and endline observations in early 2023. Qualitative data from teacher interviews and PT reflection workshops informed the endline analysis. More detail can be found in the next section on evaluation methodology.

*Figure 1* below illustrates the TSP pilot process.

Figure 1: TSP Pilot process



### 3 Evaluation methodology

#### 3.1 Baseline and endline design

During September - November 2021 **baseline observations** were carried out with a sample of 24 teachers. The observations related to the first four modules of the TSP, which were the only modules developed at the time. Baseline observations indicated teachers were generally doing well with most of the strategies introduced through TSP modules one to four. The baseline results were somewhat surprising, but positive in the sense that classroom teaching practices were stronger than expected.

Between the baseline and endline period ESGs provided to target DESBs were used to fund PTs to make three TSP-related pedagogical support visits to 13 sample teachers in seven target districts. Visits took place over the period November 2022 to March 2023. Ten out of 13 teachers received three or more TSP-related visits. Teachers from the five non-target districts, while not funded through ESG, had some pedagogical support visits as part of normal the DTE system which – at the time - provided for school support visits by district pedagogical advisers (PAs). On average, teachers in non-target districts received 1.6 visits, while teachers in target districts received 3.5 visits. *Table 2* below gives more information on the number of visits each teacher received by district. BEQUAL target districts are represented in purple and non-target districts are represented in gold.

Table 2: Number of PT visits per province/district by module covered (target and non-target districts)

Province	District	Number of teachers	PT visits per teacher in 2021/22 and 2022/23 school year (by March 2023)	TSP module topics covered							
				1	2	3	4	5	6	7	8
Phongsaly	Phongsaly	2	5	2	1	3		1	1	1	
			5	2	1	1	1	1	1		1
	Bounneua	2	0								
			1	1		1			1		
Luangnamtha	Namtha	2	2	1	1	1	2	1	1	1	
			1	1				1	1		
	Sing	2	3	2					1		
			3	1			1		1	1	
Khammouane	Mahaxay	2	4	2				2	2	1	
			4	1	1	1	1	1	1	2	
	Hinboun	1	2	1			2	1	1		
Savannakhet	Outhoumphone	2	4	1		2		2	2	1	
			5	1			1	1	1	1	
	Atsaphangthong	1	3	1				1	1		
Salavan	Vapi	1	1						1		
	Laongam	2	3	1		1	1		1		
			2	1		1	1	1	1	1	
Sekong	Lamam	2	2	1	1	2		1	1		1
			3	2	2	2	1		1		1
	Darkcheung	2	2	1	1	1	1	1	1		
			4			1			1	1	
<b>TOTAL</b>	<b>12</b>	<b>21</b>	<b>59</b>	<b>23</b>	<b>8</b>	<b>17</b>	<b>12</b>	<b>16</b>	<b>22</b>	<b>9</b>	<b>3</b>

During March 2023, half-day **endline observations and interviews** were carried out with 21 of the same teachers observed at the baseline – 13 in target districts and 8 in non-target districts. Three of the original 24 baseline teachers were unavailable due to illness or retirement. Classroom observations at the endline used the same tool as the baseline for modules one to four and added classroom observations for modules five to eight and a teacher interview. The classroom observation tool used is presented in *Annex 2*.

## 3.2 Post endline qualitative evaluation

In addition to the endline classroom observations and teacher interviews, three workshops were held with PTs (December 2022, January, and April 2023) to gather insights on the use of the TSP during the pilot, and planned use going forward.

The third PT reflection workshop included presenting teacher most significant change<sup>2</sup> stories that had been gathered through teacher interviews. These stories were discussed and filtered through a voting process on which story best represented the changes PTs were hoping to see in teachers, and why these changes were important.

Additional most significant change stories were gathered from PTs during the third reflection workshop, and these provided further qualitative evidence of the impact the TSP had on PT confidence to provide pedagogical advice. These stories were filtered by the BEQUAL technical team.

A consultation workshop was held in June 2023 with DTE and TTC personnel to discuss endline findings and recommendations.

## 3.3 Limitations

There is encouraging evidence that TSP modules were used by PTs, both in target districts with ESG funding support for school visits, and in districts without this additional support. While this limits the pilot study's ability to show differences between exclusive treatment and control groups, the overwhelming qualitative feedback from PTs and teachers indicates the TSP was well received and well used.

Other limitations which resulted in inconclusive baseline and endline observation comparisons for modules two to four included:

- A small sample size which is at risk to personal circumstances on the day of observation. For example, one teacher who performed very well at the baseline was recovering from an accident and was not back to their full health at the time of endline observation.
- Some of the modules are not guaranteed to be in use at the time of observation. For example a teacher may not have planned to use flashcards (module four) or teach English (module eight) within the period observed.
- Record keeping of visits varied between PT records and teacher recollections. To address this limitation, data was calculated on the highest number of visits recorded, whether it was from the PT or teacher.
- Consistency of visits varied for teachers in target districts, and teachers in non-target districts, and for the module topics covered during the visits. Analysis of baseline to endline data for modules one to four considers observation data against the number of visits made to the teacher for the specific module. For example, a teacher may have received three pedagogical support visits overall, and two of those visits related to module one on classroom management. For the analysis of endline observations related to classroom management, that teacher is listed as having two visits.

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<sup>2</sup> Most significant change is a qualitative participatory monitoring and evaluation technique. More on this technique can be found at <https://mande.co.uk/wp-content/uploads/2018/01/MSCGuide.pdf>

- Enumerator consistency for baseline and endline visits varied. COVID-19 closures at the time of the baseline impacted on the original design and required the use of PTs to carry out baseline observations in districts in Luangnamtha and Sekong. This is not ideal, given PTs were also the people who would go on to deliver the TSP visits being monitored. However, this limitation only occurred at the baseline, and given the positive baseline results, it is assumed that the PTs who carried out baseline observations were impartial in their observations. This assumption is strengthened by the fact that at baseline no PT could guarantee that they would be the individual who would return to provide support to the specific teacher they were observing.

While the quantitative observational data has the limitations listed above, the consistency in the qualitative data gathered through three PT reflection workshops and endline teacher interviews adds strength to the endline evaluation.

## 4 Key findings

### 4.1 TSP training and resources increased PTs' confidence for supporting teachers

Increased confidence to provide pedagogical support was a strong recurring theme in feedback from PTs involved in the TSP pilot. Pre- and post-tests applied during MT and PT trainings showed positive results:

- The percentage of participants who rated their knowledge of how to use GE&IE training techniques in a workshop as good or excellent increased from 73% to 100% for MTs and 50% to 99% for PTs.
- The percentage of participants who rated their knowledge of child friendly techniques for supporting non-Lao speaking students as good or excellent increased from 34% to 100% for MTs and from 47% to 98% for PTs.
- The percentage of participants who rated their knowledge of child friendly techniques for teaching multigrade classes as good or excellent increased from 27% to 100% for MTs and from 44% to 97% for PTs.

As part of the TSP endline, most significant change stories were collected from PTs during the third PT reflection workshop. Of the 16 stories shared, 9 stories (56%) directly referred to increased confidence of PTs. The PTs referred to increased confidence to give clear advice to teachers. Some examples of the stories are shared below:

*"I found myself change a lot, such as knowing how to help teachers, and knowing how to give advice and feedback to teachers, because each module contains suggestions on helping teachers when they conduct activities. Compared to before, we didn't have clear advice for teachers, but after using the TSP it's easy for me to understand and have more confidence to answer teachers' questions."* – Provincial Trainer

*"I think there are many changes compared to before the TSP training because previously we had limited advice and no confidence to make suggestions to teachers. After the TSP training, we gained confidence and have a lot of advice to give to teachers"* – Provincial Trainer

*"I found that I change in myself as I feel confident and brave to answer challenging questions from teachers because I had the eight modules to refer to."* – Provincial Trainer

In reflection workshops held in January 2023, PTs said the TSP modules were very helpful for solving common challenges and problems faced by teachers. PTs reflected that they would continue to use

the TSP modules to support teachers because when teachers need support, they can refer to the relevant module for each teacher.

## 4.2 The TSP gave PTs and teachers a common language

During the most significant change story sessions with PTs, many reflected on the usefulness of the TSP for instigate discussions on teachers' areas of support need. The TSP modules gave teachers and PTs a tool to anchor CPD discussions.

*“Teachers have more questions to discuss, if compared to before they don't like to ask the PT.” – Provincial Trainer*

PT reflection workshops discussed successes and challenges with using the TSP. PTs described successes including how they used the TSP to support teachers during their school visits by sharing the suggested strategies and demonstrating techniques to teachers.

PTs reported they found the modules very clear and did not find any challenges in using the TSP. Some PTs reported challenges in ensuring teachers applied the TSP guidance and strategies after the pedagogical support visit. PTs also observed that classroom management and lesson planning for multigrade teachers are still a challenge. PTs reflected they will do more remote follow up support with teachers and their principals.

## 4.3 Teachers and PTs reported improvements in teaching practices

PTs shared encouraging stories on observed changes in teaching practices. Some common strategies observed were lesson planning, support to ethnic students using flashcards, encouraging peers to explain concepts to each other in local language, and suggestions on where teachers can find English resources.

Most significant change stories from teachers were shared with PTs. The story below was the top story chosen by PTs during the most significant change filtering activity.

*“After the visit, I have changed many things especially classroom management, creating teaching materials and lesson planning. This change is significant because I have learned a lot from them (pedagogical support personnel).” – Teacher*

The rationale for why PTs thought this story best represented change was that the story spoke to improvement in several areas of planning and teaching. PTs shared that they had observed these activities contributing to increased student engagement with the use of visual aids and variety of activities, resulting in students enjoying and paying attention more during lessons.

*“I feel happy to see the teachers following the suggestions given” – Provincial Trainer*

PTs reflected that classroom management and lesson planning for multigrade teachers are still a challenge due to the significant workload of teachers. Endline interviews with teachers identified these as areas of need for further support. PTs reflected that they plan to do more remote follow up support via phone calls and WhatsApp with teachers and principals to ensure teachers apply suggested approaches.

Endline classroom observations in March 2023 revealed positive changes for teachers supported with module one on *classroom management*. More teachers were observed using rules posters and rewards posters and more had reported watching the classroom management teacher development video. For teachers who received two visits related to module one there was a 24% increase from the 2021/22 baseline in suggested strategies used. For teachers who received one visit there was an increase of 7% from baseline to endline. See *Figure 2* below.

**Figure 2: ‘Module one – Classroom management’ baseline and endline observations by visit**

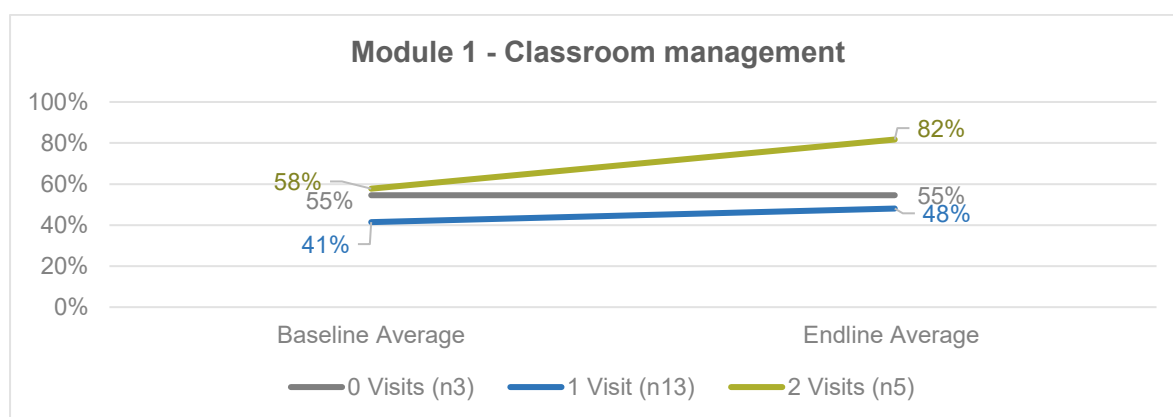
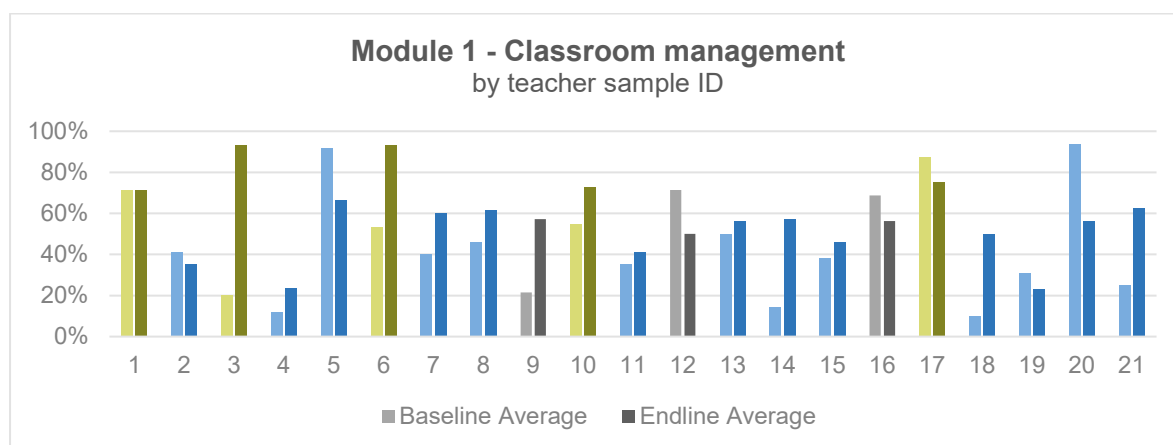


Figure 3 below gives more detail by individual teacher. To maintain confidentiality of teachers an identification number was applied to the sample of TSP teachers included in this analysis. The numbers below are not MoES personnel system identification numbers. The lighter colour shading in the graph applies to the baseline, and the darker colour shading applies to the endline. The grey colour relates to teachers who received zero visits related to module one, the blue colour are teachers who received one visit related to module one and the gold are teachers who received two visits related to module one. The majority of teachers (66%) who received TSP related support visits improved from baseline to endline, though there are a few exceptions which may be the result of personal circumstances as discussed in section 3.2 on study limitations.

**Figure 3: ‘Module one – Classroom management’ observations by teacher sample ID**



Classroom management observations related to GE&IE such as students working in mixed groups of boys and girls, mixed groups of Lao and other ethnicities, and students being referred to by their names, not their gender or ethnicity, were positive with 15 out of 21 teachers observed practicing at least two of these GE&IE strategies.

While it is anticipated that similar changes in teaching practices would occur for modules two, three and four, the results from the endline were inconclusive and are discussed further in section 4.6.

Encouragingly, for the smaller sample observed for module two *supporting ethnic students*, 13 out of 14 teachers were observed speaking slowly where appropriate to make sure students understand, and six out of eight teachers were observed to be encouraging students to explain the meaning of a word to their partner using their home language, where appropriate. Two additional teachers were observed in the endline to be using gestures and body language to communicate with students where appropriate, compared to the baseline.

For module three on *teaching multigrade classes*, more teachers were observed ensuring that students from one grade do not disrupt the students from the other grade while working on their

assigned activity. For module four on *creating and using flashcards*, three teachers were observed using flashcards in baseline observations, and this increased to seven in endline observations.

More detail on each observation point per teacher is presented in *Annex 1*.

#### 4.4 Assessment-focused pedagogical support was especially valued

Teachers were asked in endline interviews which advice from PTs they found most useful and where they would like more support. Nearly half (48%) of teachers mentioned advice on assessment as the most useful area of PT support or as an area where they would like further support. Support in assessment was useful for providing clearer understanding on how to use the new rubrics, how to assess and give scores to students, and how to identify which students need support.

*“I can closely follow up with students and help students personally. This change is significant because the students need more individual support.” – Teacher*

Over half (56%) of the teacher stories voted on by PTs as most significant referred to assessment. PTs reflected that these stories were significant because they had observed teachers with ‘more confidence doing assessment’ after they had received TSP-guided support and after the PT had ‘demonstrated how to use the rubric by following the Teachers Guide’.

PTs reflected on their own capability strengthening in this area following TSP training from MTs, and reported more confidence to ‘support teachers correctly’.

*“After using the TSP, I found I have improved a lot such as I have more confidence to help on assessment (both formative and summative), this change is important because it will help teachers to be able to support their students’ needs and improve accuracy in giving scores to students.” – Provincial Trainer*

While baseline observations were not available for the assessment module, endline observations showed that ‘monitoring all students carrying out activities making sure to stand close enough to be able to hear students/ see students’ work and provide support to students where appropriate’ was the behaviour most commonly observed of teachers during endline observations. Practices that were less frequently observed were ‘uses questioning to find out what students know about the lesson topic, at the beginning of the lesson’, ‘finds opportunities to encourage students to reflect on learning’ and ‘finds relevant opportunities to set assessment activities as a homework task’. See *Annex 1, Module 5 Assessment* for more detail.

#### 4.5 Some PTs and teachers observed increased student engagement and learning

Qualitative data indicated that some teachers and PTs observed increases in student interest and enjoyment in lessons, and in student understanding and learning, which they related to the improved teaching strategies used based on applying strategies from the TSP.

The use of flashcards was specifically referred to as strategy that has resulted in ‘more student interest in the lesson’ and a useful technique to support students who have a home language other than Lao. The stories below elaborate further on the changes seen in students.

*“I have improved use of flashcards during teaching, and other materials to support student learning and improved in assisting low-competency students to upgrade their learning. This change is significant because flashcards were useful to demonstrate to and encourage students’ attention and to support ethnic students, and low competency students to be confident in the lesson’s meaning. Assessment of student learning outcomes were helpful to know students’ level and encourage student to give attention to their studies.” – Teacher*

*I have applied group and pair work for teaching activities. It looks like students have more fun in learning. This is significant because students have fun, so they will not be absent from class.” - Teacher*

*“I found that after teachers apply the advice PTs gave which is from the TSP, teaching and student learning outcomes have changed such as it is easy for teachers to deliver the lesson, there is more participation by students and they want to come to school regularly. Students have better learning results.” – Provincial Trainer*

*“In my district most of the students are from ethnic groups so the TSP helped me to be more confident to guide teachers on how to help ethnic students during their teaching. After observations, it was found that students gained more understanding of the lesson.” – Provincial Trainer*

If the TSP continues to be used by pedagogical support personnel across consistent visits pedagogical support providers should continue to capture changes occurring in student engagement and learning.

#### **4.6 More pedagogical support visits are needed to assess the impact of each TSP module on teaching practices**

As described in section 3.2: study limitations, the quantitative data captured through baseline and endline classroom observations was limited for modules two, three and four, given the small sample size and varying number of pedagogical support visits related to each module. Not every teacher had students with a home language other than Lao (module two), multigrade classes (module three) or chose to use flashcards at the time of observation (module four). Modules five to eight did not have a baseline as they were not developed at the time the baseline was run. This meant that only the first module - classroom management- was able to provide consistent quantitative data across all 21 teachers in the study. Given the strong positive qualitative feedback collected during the pilot, further evaluation of the efficacy of modules two to eight is recommended. Future studies should include a larger sample and ensure pedagogical support providers and teachers have the capability, motivation, and opportunity to carry out their respective roles.

## **5 Recommendations**

In June 2023, personnel from DTE and TTCs participated in a consultation on the TSP findings and discussed next steps. The following recommendations were proposed:

BEQUAL program:

- 1. Train TTC Technical Teams and Internal Pedagogical Support (IPS) providers on additional TSP modules in BEQUAL target areas.** Train IPS providers to reflect on teacher needs and build their own competence in TSP strategies so they are well positioned to support teachers. As IPS providers build their confidence in TSP modules, encourage them to provide practical demonstrations and coaching to teachers. (2023/24 – 2025/26)
- 2. Adapt the approach for developing TSP modules (which focused on building the capacity of MoES writers over time) and use it with TTCs to build their capacity to develop new teacher support resources.** Consider developing additional TSP modules that respond to newly identified teacher development needs. Use the same process to revise existing modules in line with developments in key TSP areas, for example revisions to multigrade and assessment guidance. (2024/25 – 2025/26).

3. **Consider adapting TSP materials for teachers so they can more easily refer to specific strategies.** For example, produce simple printed handouts and online resources for teachers. (2023/24)
4. **Revise the TSP modules to align with the current status of the CPD system,** For example, remove references to 'PTs' and replace them with 'pedagogical support personnel' and make edits in line with the latest wording from the revised NPTS. (2023/24)
5. **Train principals on the TSP in BEQUAL target districts so they can provide follow up support.** For example, include the TSP in principal training, and/or specific guidance to principals on how to support teachers with use of TSP strategies. (2023/24 – 2025/26)
6. **Digitise and integrate TSP teaching strategies into e-learning modules.** E-learning modules would then be used by TTC staff and other staff responsible for pedagogical support to build their knowledge and skills in subject content and pedagogy. (2024/25)

DTE:

1. Roll out TSP training and resourcing nationally (outside BEQUAL target areas) through training and providing resources to TTCs, principals and pedagogical support staff.
2. Ensure the nationwide CPD system includes monitoring of the use and impact of TSP. Consider adapting monitoring tools from the TSP pilot, to build on lessons learned.

## 6 Next Steps

DTE and BEQUAL have included the BEQUAL program recommendations one, three, four and five above in the BEQUAL annual workplan for 2023/24.

DTE's subsector workplan for the remaining two years of the Education and Sports Sector Development Plan (ESSDP) 2021-2025 includes increasing teacher CPD support nationally through TTCs. The TSP is a tool that can be used as part of this process, as recommended above.

## 7 Conclusion

The TSP pilot evaluation showed that the TSP is a useful guide for pedagogical support providers such as PTs. PTs' increased confidence to provide clear and practical advice and support a structured and open professional development conversation with teachers is highly encouraging.

The endline data has shown evidence from observations and qualitative data of positive changes in teaching practices. Some teachers and PTs also reportedly observed changes in student engagement and understanding.

It is recommended that wider use of the TSP will provide a larger evidence base for demonstrating how clear, simple, structured resources can be used to improve the quality of pedagogical advice, increase the use of improved teaching strategies, and ultimately improve student engagement and learning.

# Annex 1 – Observations by Teacher ID (target and non-target districts)

## Module 1 – Classroom management

Module 1 - Classroom management	No. of visits by PT		0		1										2								
	Gender		F	M	F	F	F	F	F	F	F	M	M	F	F	M	M	M	F	F	F	M	M
	Teacher ID		9	12	16	2	4	5	8	15	21	18	7	13	11	14	19	20	1	6	17	3	10
Classroom has a rules poster	Yes	No	Yes	No	No	No	Yes	No	Yes	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Rules poster on display where all students can see it	Yes	Yes					Yes		Yes	Yes								Yes	Yes	Yes	Yes	Yes	Yes
Students helped to create the poster	Yes	No					Yes		Yes	No								No	No	Yes	No	Yes	Yes
Teacher refers to the rules poster when a rule is broken, or followed where appropriate.	N/A	N/A					Yes		N/A	No								No	N/A	No	N/A	N/A	N/A
Classroom has a rewards system poster	No	No	Yes	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No
Rewards poster is on display		Yes								Yes								Yes	Yes	Yes	Yes	Yes	
Students helped to create the poster		No								No								No	No	Yes	No		
Teacher uses the rewards system in the lesson		No								No								Yes	No	No	No		
Teacher uses the rewards system to reinforce positive behavior		No								Yes								Yes	No	Yes	No		
Good behavior by badly behaved children is rewarded as often as good behavior by well-behaved children		No								Yes								Yes	No	Yes	No		
Lesson starts with an energizer	N/A	No	No	Yes	No	Yes	Yes	No	N/A	Yes	Yes	No	Yes	No	No	No	No	Yes	Yes	No	Yes	No	No
Lesson ends with an energizer	No	No	No	No	No	Yes	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	Yes
Teacher balances settlers and energizers / Teacher alternates between 1-2 energizers and 1-2 settlers.	No	No	No	Yes	No	Yes	No	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	Yes	No	Yes	No	Yes	No
Desks are arranged in groups of 2-3	No	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
All students can easily see the board	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
There is no unused furniture in the room	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Classroom displays on the wall are all recent (from the current school year)	Yes	N/A	Yes	No	N/A	No	No	No	N/A	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
There is a designated area for classroom posters	Yes	N/A	No	No	Yes	N/A	Yes	No	N/A	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No
There is a designated area for displaying students' work	No	N/A	No	No	No	N/A	N/A	No	N/A	Yes	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	N/A	N/A	No
Is the teacher taking students to do outdoor activities	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Teacher has watched the classroom management development video	No	Yes	Yes	No	No	No	Yes	No	Yes	Yes	No	No	No	No	No	No	No	No	N/A	Yes	Yes	Yes	Yes
Room furniture is arranged to make it easier for students with mobility issues to move around	Yes	Yes	Yes	No	Yes	Yes	N/A	Yes	Yes	Yes	N/A	Yes	Yes	N/A	Yes	Yes	Yes	N/A	Yes	No	Yes	Yes	Yes
Students with difficulties hearing or seeing are encouraged to sit at the front of the classroom	Yes	N/A	N/A	N/A	No	N/A	N/A	Yes	N/A	No	N/A	N/A	No	N/A	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students' desks are grouped in mixed groups of boys and girls	N/A	No	No	Yes	No	N/A	Yes	Yes	N/A	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	N/A	Yes	No	Yes	Yes
Students' desks are grouped in mixed groups of Lao-Thai and other ethnicities	N/A	Yes	Yes	N/A	No	N/A	Yes	Yes	N/A	N/A	Yes	Yes	No	N/A	No	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A
Students do group work in mixed groups of boys and girls	N/A	No	N/A	Yes	No	N/A	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	N/A	Yes	N/A	Yes	Yes
Students do group work in mixed groups of Lao-Thai and other ethnicities	N/A	Yes	N/A	No	No	N/A	Yes	Yes	N/A	N/A	Yes	Yes	No	N/A	No	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students are referred to by their names, not their gender or ethnicity	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	N/A	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

## Module 2 – Supporting ethnic students

Module 2 - Supporting ethnic students	No. of visits by PT																				
	0					1					2		NA								
	M	F	F	M	M	F	F	F	M	F	M	F	F	F	M	F	F	F	M	M	M
Teacher ID	12	8	16	18	21	1	13	7	20	5	3	6	17	9	14	15	2	4	11	19	10
Does the class you are observing have students from ethnic minority groups?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	No
T. speaks slowly where appropriate to make sure students understand	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes		N/A	Yes					
T. speaks clearly by using simple words where appropriate and in a concise manner	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes		Yes	Yes					
T. uses gestures, body language to communicate with students where appropriate.	No	Yes	Yes	Yes	Yes	No	No	Yes	No		Yes	Yes	Yes		Yes	Yes					
T. encourages students to explain the meaning of a word to their partner using their home language, where appropriate	Yes	Yes	N/A	No	N/A	No	N/A	N/A	Yes		Yes	Yes	N/A		N/A	Yes					
T. asks students to re-explain the activity to their partner or group using their home-language where appropriate.	Yes	No	N/A	No	N/A	No	N/A	N/A	Yes		N/A	N/A	N/A		N/A	Yes					
T. allows students to check the answers of the activities in pairs/groups in their home language, where appropriate	Yes	No	N/A	Yes	N/A	No	N/A	N/A	No		N/A	N/A	N/A		N/A	Yes					
T. allows students to discuss their understanding of content in pairs/groups in their home-language where appropriate	Yes	No	N/A	Yes	N/A	No	Yes	N/A	No		N/A	N/A	N/A		No	Yes					
T. encourages competent lao speaking students to support less competent lao speakers.	Yes	N/A	N/A	N/A	N/A	No	N/A	N/A	No		N/A	N/A	N/A		No	No					
T. uses questions to check students' understanding of learning content such as: "is this a short sound or a long sound? "is this animal a mammal, reptile, insect or amphibian?"	No	No	Yes	Yes	Yes	No	No	Yes	No		Yes	Yes	Yes		No	Yes					
T. asks closed-ended questions to check students' understanding of teachers' instruction such as: "Will you be working individually or in pairs for this activity?"	No	Yes	Yes	Yes	Yes	No	Yes	Yes	No		N/A	Yes	No		No	Yes					
T. spends time with struggling students at break / lunchtime / after school to provide additional support, through games / fun activities which link to students' learning needs.	Yes	Yes	N/A	No	N/A	No	Yes	N/A	No		N/A	N/A	Yes		Yes	No					
T reassures students who stay behind for additional support that this is something positive rather than a punishment.	Yes	Yes	N/A	No	N/A	No	Yes	N/A	No		N/A	N/A	Yes		Yes	No					
T. invites parents to observe and participate in activities and encourages parents to play these games with students at home to boost students' confidence in using Lao language.	No	No	N/A	N/A	N/A	No	No	N/A	No		N/A	N/A	Yes		No	No					

### Module 3 – Teaching multigrade classroom

Module 3 - Teaching multigrade classroom	No. of visits by PT																				
	0		1						2			3	NA								
	F	F	F	M	M	F	F	M	F	F	F	M	M	M	F	F	M	M	F	F	M
Teacher ID	4	9	5	14	21	8	7	12	6	13	17	19	20	3	1	2	10	11	15	16	18
When setting up activities in which students work independently T. gives clear concise instructions.	No	Yes	Yes	Yes	Yes	Yes		Yes	Yes	No	Yes	Yes	Yes	Yes							
T. asks questions to check students' understanding of instructions, such as: "will you be working individually or in pairs?"	No	Yes	Yes	No	Yes	Yes		No	Yes	No	Yes	No	Yes	Yes							
T. assigns student helper "peer tutor" who can help other students who require support.	No	No	Yes	No	N/A	No		Yes	N/A	No	No	No	No	N/A							
T. ensures that students from one grade do not disrupt the students from the other grade, whilst working on their assigned activity.	No	Yes	Yes	No	Yes	No		Yes	Yes	No	Yes	Yes	Yes	Yes							
T. prepares extension activities for students who finish activities early.	No	No	No	No	Yes	No		Yes	No	No	N/A	No	No	N/A							
In the lesson introduction, T. tells each grade about what they will be learning about	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	No	Yes							
T. assigns a meaningful holding activity (short independent activity) for one of the grades to work on after the lesson introduction, so that T. can lead activities with the other grade(s).	No	N/A	Yes	No	Yes	Yes		No	Yes	Yes	Yes	No	No	Yes							
Teacher adapts learning activity/ies to allow students to work independently.	No	Yes	Yes	No	N/A	Yes		No	Yes	Yes	N/A	No	No	N/A							
Adapted activity/ies links to lesson objective and/or prior learning.	No	Yes	Yes	No	N/A	Yes		No	N/A	Yes	N/A	No	No	N/A							
Adapted activity/ies is manageable for students	No	Yes	Yes	No	N/A	Yes		No	N/A	Yes	Yes	No	No	N/A							

## Module 4 – Creating and using flashcards

Module 4 - Creating and using flashcards	No. of visits by PT																				
	0				1				2			NA									
	Gender																				
Teacher ID	16	6	7	18	11	13	14	17	8	2	5	1	3	4	9	10	12	15	19	20	21
Is the teacher in the class you are observing using flashcards?	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No
T uses objects or materials locally available such as: waste paper, newspaper, cardboard, wood sticks, leaves etc. to make flashcards.	Yes	Yes	Yes	Yes					Yes	Yes	Yes										
Flashcard image meaning is clear to students	Yes	Yes	Yes	Yes					Yes	Yes	Yes										
Word and picture cards used by T are large enough for all students to see/read.	Yes	Yes	Yes	Yes					Yes	Yes	Yes										
T stores flashcards in sets and categories so that they can be easily found when next used.	Yes	Yes	Yes	Yes					Yes	N/A	Yes										
T stores flashcards in a way that best prevents damage from external elements (ants, termites, rain etc.), for example; putting in plastic bags, putting in a box or keeping in a cupboard etc.	Yes	Yes	Yes	Yes					Yes	Yes	Yes										
T repairs and/or replaces lost/damaged flashcards.	N/A	N/A	N/A	N/A					Yes	N/A	N/A										
Flashcard images include an equal number of males and females.	N/A	N/A	N/A	N/A					Yes	Yes	N/A										
Flashcard images avoid gender stereotypes (for example: only females are cooking, only males are playing football or only male police and soldier).	N/A	N/A	N/A	N/A					N/A	N/A	N/A										
Flashcard images include positive representations of people from different ethnic groups.	N/A	N/A	N/A	N/A					N/A	N/A	N/A										
Flashcard images include positive representations of people with disabilities.	N/A	N/A	N/A	N/A					N/A	N/A	N/A										

## Module 5 – Assessment

Module 5 - Assessment	No. of visits by PT							0														1						2											
	Gender																																						
	F	F	F	F	F	M	M	F	F	F	F	F	F	M	F	M	M	F	M	M	F	M	M	F	F	F	F	M	F	M	M	F	M	M	F	F			
Teacher ID	1	8	9	16	17	18	21	2	4	5	6	15	3	7	11	12	13	14	20	10	19																		
Uses questioning to find out what students know about the lesson topic, at the beginning of the lesson.	No	Yes	No	Yes	No	No	Yes	N/A	No	Yes	Yes	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No		
Monitors all students carrying out activities making sure to stand close enough to be able to hear students/see students' work. Provides support to students where appropriate.	Yes	No	Yes	Yes	Yes	N/A	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	No		
Asks students questions to check understanding of instructions.	No	Yes	Yes	No	Yes	N/A	Yes	No	No	Yes	Yes	Yes	N/A	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		
Asks students questions to understand their thinking process.	No	No	Yes	No	Yes	N/A	Yes	No	No	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		
Finds opportunities to encourage students to reflect on learning.	No	No	Yes	No	No	N/A	Yes	N/A	No	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		
Finds relevant opportunities to set assessment activities as a homework task.	No	Yes	Yes	No	No	Yes	Yes	No	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		

## Module 6 – Lesson planning

Module 6 - Lesson planning	No. of visits by PT				0														1				2		
	Gender				F	F	F	M	F	F	F	F	F	M	F	M	M	F	M	M	F	F	M	M	M
	Teacher ID				16	1	2	3	4	5	6	8	9	14	15	18	21	7	11	12	13	17	20	10	19
Does the teacher have a lesson plan they can show you for a lesson you are observing today?	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes	No	No	Yes	No	No	Yes	No	No	No	No	No	No	
Does the teacher have a lesson plan they can show you for a lesson from another day?					No				Yes	Yes	No		No	No		No	Yes	No	No	No	No	No	No	No	
The teacher has anticipated problems that he/she may face in the classroom and identified solutions, in Section IV and/or Section V of lesson plan	Yes	No	Yes	Yes		Yes	Yes	Yes	Yes	No		No			No			No		No					
The teacher has included details in Section V of the lesson plan of how they will adapt activities.	No	No	No	Yes		Yes	N/A	Yes	Yes	No		N/A			N/A		N/A		No						
The teacher has used previous assessment results to inform the design of their lesson plan.	No	No	No	No		Yes	No	Yes	Yes	No		No			No		No		No		No				
The teacher has included extension activities in Section V of their lesson plan for students who finish activities early	No	No	No	No		Yes	No	Yes	Yes	No		No			No		No		No		No				
The teacher uses a range of formative assessment strategies to assess the progress of the lesson and their students' learning.	No	No	No	No		Yes	No	No	Yes	No		No			No		No		No		No				
The teacher deviates from the lesson plan to better meet students' emerging learning needs.	N/A	No	N/A	N/A		Yes	N/A	No	Yes	N/A		N/A			N/A		Yes		No						
The teacher has described what went well and what didn't go well explaining why, in the Teacher Self-Evaluation section of the lesson plan.	No	No	No	No		Yes	N/A	Yes	Yes	N/A		N/A			Yes		Yes		No						
The teacher has described how they can improve in the following lesson on areas of teaching that didn't go well this lesson in the Teacher Self-Evaluation section of the lesson plan.	No	Yes	Yes	No		Yes	No	No	Yes	No		No			No		No		No						

## Module 7 – Setting up and managing pair/ group work

Module 7 - Setting up and managing pair/ group work	No. of visits by PT		0										1						2				
	Gender	Teacher ID	F	F	F	F	F	F	M	F	F	F	F	M	M	F	M	M	M	M	M	M	F
			1	2	4	6	8	9	12	13	15	16	17	20	21	5	14	3	10	11	18	19	7
Does the teacher use pair or group work? Yes/No			No	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No	No	Yes	No	Yes
The teacher pairs/groups students strategically (mixed gender groups, stronger students pair with students who need support etc.)				Yes		Yes	Yes		No	Yes	Yes	No					Yes	Yes			Yes		Yes
The teacher has prepared enough resources for all pairs/groups.				Yes		N/A	Yes		No	No	N/A	N/A					N/A	N/A			Yes		Yes
The teacher communicates to the students how long they have to complete the activity				No		No	No		No	No	No	No					Yes	Yes			Yes		No
The teacher monitors students carry out the activity				Yes		No	Yes		Yes	Yes	Yes	Yes					Yes	Yes			Yes		Yes
The teacher encourages peer support where necessary				N/A		No	No		Yes	No	No	N/A					No	N/A			N/A		No
The teacher conducts feedback by asking two-three pairs/groups to share what they discussed/learnt with the rest of the class (for discussion type activities)				Yes		Yes	Yes		No	No	Yes	Yes					No	Yes			Yes		No

## Module 8 – Building confidence in teaching English

Module 8 - Building confidence in teaching English visits by PT	No. of		0																		1		
	Gender		F	F	M	F	F	F	F	F	M	M	M	F	M	F	F	M	M	M	F	F	M
	Teacher ID		1	2	3	4	5	7	8	9	10	11	12	13	14	15	16	18	19	21	26	27	20
1. Did you observe an English class being taught?	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	
2. Explains the meaning of the vocabulary clearly to students.										Yes	Yes												
3. (Uses audio to demonstrate how to) pronounce vocabulary.										No	Yes												
4. Encourages students to use their knowledge of phonics to sound out vocabulary.										No	Yes												
5. (Uses audio to demonstrate how to) pronounce the letter sound correctly.										No	No												
6. Demonstrates correct action.										No	No												
7. Demonstrates how to write the letter clearly.										Yes	No										No		
8. Supports students to pronounce and write the letter sound.										Yes	Yes												
9. Explains meaning of language clearly to students.										Yes	No												
10. (Uses audio to demonstrate how to) use language.										No	No												
11. Supports students to use language in pairs/groups.										No	Yes												

# Annex 2 – Observation and interview tools

## Endline observation and interview tool

### Teacher introduction

Thank you for allowing me to come and see your class today. We are conducting some research on a guide we developed for PTs/PAs to better support teachers.

A PT/PA that has been visiting you has used this guide to provide you with ideas on different aspects of teaching. We would like to observe two or three lessons today to understand your class setting and some of the teaching strategies you use.

**This is not a performance assessment of your teaching.** We are not looking for good or poor teaching practice. I will not provide you with any advice. Everything we observe and that you share with me today will be kept confidential. Your name or school will not be linked to any specific information gathered and shared.

**The reason I am observing the lessons today is to better understand how our program can support PTs/PAs to better support you.** The information we gather today will help us make recommendations on how pedagogical support personnel can better support teachers, to enhance student learning outcomes.

After observing a few classes, and when there is a break for the students, I would kindly ask for 20 minutes of your time for a follow-up discussion.

Do you have any questions for me or things I can do to make having a visitor in the classroom easier for you?

TSP Observation details:

School name:		Class type:	<input type="checkbox"/> Single <input type="checkbox"/> Multi	
Teacher name:		Gender:	<input type="checkbox"/> Female <input type="checkbox"/> Male	
Observer name:		Gender:	<input type="checkbox"/> Female <input type="checkbox"/> Male	
Observer position:		Observer workplace:		
Observation date:		Start time:		End time: <input type="text"/>

Class details:

	Total Students			Students with a disability			Students from non-Lao speaking backgrounds		
	M	F	T	M	F	T	M	F	T
Pre-school									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									

## TSP Module 1: Classroom Management Observation Checklist

Domain 1: Knowledge of learners

Standard 1.3: Knows how to create and maintain supportive and safe learning environment.

In order to meet this standard a teacher should be able to successfully:

- Set up a safe and enjoyable classroom.
- Motivate students for learning.
- Get all students to participate.

### Good practice (teacher...)

Sets a time limit when explaining an activity and reminds students how much time they have left. E.g. "you have 10 minutes for this activity...5 minutes left, 2 minutes left!"

Waits quietly until all students are listening.

Encourages students to put up their hand to answer a question.

Activities are short and snappy keeping students engaged.

Monitors students and provides support to struggling students ensuring they remain engaged and on task.

Explains activities clearly to students, checks they understand what to do.

Tick yes or no in the table below to indicate whether you can see the elements of each classroom management strategy in the lesson you observe. If you are not sure or feel the element doesn't apply to the lesson you are observing, tick '? or N/A'. Some elements you might need to ask the teacher about after the lesson. These are marked with \*.

<b>Strategy 1: Classroom Rules Poster</b>	Yes	No	? or N/A
Classroom has a rules poster			
Rules poster on display where all students can see it			
Students helped to create the poster*			
Teacher refers to the rules poster when a rule is broken or followed where appropriate.			
<i>Notes/Comments:</i>			

<b>Strategy 2: Reward System</b>	Yes	No	? or N/A
Classroom has a rewards system poster			
Rewards poster is on display			
Students helped to create the poster (ask teacher)			
Teacher uses the rewards system in the lesson			
Teacher uses the rewards system to reinforce positive behaviour			
Good behaviour by badly behaved children is rewarded as often as good behaviour by well-behaved children			

Notes/Comments:

**Strategy 3: Energizers and Settlers**

	Yes	No	? or N/A
Lesson starts with an energizer			
Lesson ends with an energizer			
Teacher balances settlers and energizers / Teacher alternates between 1-2 energizers and 1-2 settlers.			

Notes/Comments:

**Strategy 4: Classroom Arrangement**

	Yes	No	? or N/A
Desks are arranged in groups of 2-3			
All children can easily see the board			
There is no unused furniture in the room			
Classroom displays on the wall are all recent (from the current school year)*			
There is a designated area for classroom posters			
There is a designated are for displaying students' work			

Notes/Comments:

**Strategy 5: Outdoor Activities**

	Yes	No	? or N/A
Outdoor activity area has been checked for dangers before the outdoor activity*			
Teacher gives a clear explanation of dos and don'ts for when students are outside before taking the students outside			
Teacher checks that students have understood the explanation of dos and don'ts			
Teacher explains the outdoor activity before taking the students outside			
Teacher has prepared any resources required for the activity before taking the students outside			
Teacher asks students to line up before leaving the classroom			
Teacher asks students to line up before returning to the classroom			
Teacher can clearly see all students throughout the outdoor activity			
Teacher addresses any misbehaviour promptly while outside			
Teacher asks all students to wash their hands before returning to the classroom			
Teacher has watched the classroom management development video*			

Notes/Comments:

**Strategy 6: Ensuring Gender Equality and Inclusive Education**

	Yes	No	? or N/A
Room furniture is arranged to make it easier for children with mobility issues to move around			
Children with difficulties hearing or seeing are encouraged to sit at the front of the classroom*			
Children's desks are grouped in mixed groups of boys and girls			
Children's desks are grouped in mixed groups of Lao-Thai and other ethnicities			
Children do group work in mixed groups of boys and girls			
Children do group work in mixed groups of Lao-Thai and other ethnicities			
Children are referred to by their names, not their gender or ethnicity			
Notes/Comments:			

**TSP Module 2: Supporting Students Whose Home Language Is Not Lao**

Domain 1: Knowledge of learners

Standard 1.1: Knows and understands students

Standard 1.2: Knows how students learn

Standard 1.3: Knows how to create & maintain a supportive & safe learning environment

In order to meet this standard a teacher should be able to successfully:

- Use knowledge of language and culture so that teaching program is relevant to children
- Use a range of methods for supporting learners' oral language development and considers children's first language
- Uses a range of strategies to get all learners to participate

**Good practice (teacher...)**

Asks questions about students' home language and culture (e.g. how do you say this in your language? In your families what special celebrations do you have?)

Adapts content where applicable to make content relevant to students.

Allows students to use home-language at different points in lesson.

Allows student to make mistakes provided they're understandable. Selects specific areas of language when correcting students.

Speaks slowly and uses simple vocabulary when addressing students.

Asks 2-3 closed questions after giving instructions to check students understand activity.

Asks 2-3 closed questions to check students' understanding of language and/or ideas.

Monitors students and provides support where appropriate to ensure all students complete activities.

Encourages students to provide support to their peers.

<b>Strategy 1: Adjusting the language used to make it suitable for students' level of understanding.</b>	Yes	No	? or N/A
Teacher speaks slowly where appropriate to make sure students understand			
Teacher speaks clearly: using simple words where appropriate and in a concise manner			
Teacher uses gestures, body language to communicate things T. wants to say.			
<i>Notes/Comments:</i>			

<b>Strategy 2: Allow students to use the language they use at home (local language) and encourage peer support</b>	Yes	No	? or N/A
Teacher encourages students to explain the meaning of a word to their partner using their home language, where appropriate			
Teacher asks students to re-explain the activity to their pair or group using their home-language where appropriate.			
Teacher allows students to check the answers of the activities in pairs/groups in their home language, where appropriate			
Teacher allows students to discuss their understanding of content in pairs/groups in their home-language where appropriate.			
Teacher encourages competent lao speaking students to support less competent lao speakers.			
<i>Notes/Comments:</i>			

<b>Strategy 3: Ask questions to check understanding</b>	Yes	No	? or N/A
Teacher uses questions to check students' understanding of learning content such as: "is this a short sound or a long sound? "is this animal a mammal, reptile, insect or amphibian?"			
Teacher asks close-ended questions to check students understanding of teachers' instruction such as: "Will you be working individually or in pairs for this activity?"			
<i>Notes/Comments:</i>			

<b>Strategy 5: Additional supporting activities</b>	Yes	No	? or N/A
Teacher spends time with struggling students at break / lunchtime / after school to provide additional support through games / fun activities which link to students' learning needs.			

Teacher reassures students who stay behind for additional support that this is a positive rather than a punishment			
Teacher invites parents to observe and participate in activities and encourages parents to play these games with students at home to boost students' confidence in using Lao language.			
<i>Notes/Comments:</i>			

### TSP Module 3: Multigrade: adapting learning content to promote independent learning

Domain 1: Knowledge of learners

- Standard 1.3: Knows how to create & maintain a supportive & safe learning environment

In order to meet this standard a teacher should be able to successfully:

- Organise a multigrade classroom in a way that ensures students remain on task.
- Use peer learning/teaching in a way that assists lesson outcomes.

#### Good practice

Teacher adapts learning activity and/or provides holding activity allowing students to work on a meaningful learning task independently.

Teacher gives clear, concise instructions when setting up independent learning task.

Teacher checks students understand how to do independent learning task.

Students do not disturb the other grade whilst working on their independent learning task.

Teacher provides extension task for students who finish the independent learning task early.

Tables are arranged in a way that allows students from the same grade to easily work together.

Teacher manages his/her time well sticking to suggested timings in the teacher guide.

<b>Strategy 1: Create routines for independent learning</b>	Yes	No	? or N/A
When setting up activities in which students work independently Teacher gives clear concise instructions.			
Teacher asks questions to check students' understanding of instructions, such as: "will you be working individually or in pairs?"			
Teacher assigns student helper "peer tutor" who can help other students who require support.			
Teacher ensures that students from one grade do not disrupt the students from the other grade, whilst working on their assigned activity.			
Teacher prepares extension activities for students who finish activities early.			
<i>Notes/Comments:</i>			

<b>Strategy 2: Holding activities</b>	Yes	No	? or N/A
In the lesson introduction, Teacher tells each grade about what they will be learning about			
Teacher assigns a meaningful holding activity (short independent activities) for one of the grades to work on after the lesson introduction, so that Teacher can lead activities with the other Grade(s).			
<i>Notes/Comments:</i>			

<b>Strategy 3: Adapting learning activities</b>	Yes	No	? or N/A
Teacher adapts learning activities to allow students to work independently.			
Adapted activities links to lesson objective and/or prior learning.			
Adapted activities is manageable for students			
<i>Notes/Comments:</i>			

#### **TSP Module 4: Flashcards**

Domain 1: Knowledge of teaching

- Standard 3.1: Knows how to plan for and implement effective teaching and learning
- Standard 3.2: Knows how to teach the content

In order to meet this standard a teacher should be able to successfully:

- Identify and/or create resources which engage students and correspond to lesson objectives.
- Use resources effectively in the classroom with appropriate pedagogical strategies.
- Develop and maintain a system for storing and retrieving resources.
- Evaluate the effectiveness of the resources they use.
- Describe the rationale for the resources they use to their colleagues, students and others.

<b>Strategy 1: Creating and storing flashcards.</b>	Yes	No	? or N/A
Teacher uses objects or materials locally available such as: wastepaper, newspaper, sticks, and leaves to make flashcards.			
Flashcard image meaning is clear to students			
Word and picture cards used by Teacher are large enough for all students to see/read.			
Teacher stores flashcards in sets and categories so that they can be easily found when next used.			
Teacher stores flashcards in a way that best prevents damage from external elements (ants, termites, rain etc.), for example: putting in plastic bags, putting in a box or keeping in a cupboard.			
Teacher repairs and/or replaces lost/damaged flashcards.			
<i>Notes/Comments:</i>			

<b>Strategy 2: Gender Equality and Inclusive Education</b>	Yes	No	? or N/A
Flashcards images include an equal number of males and females.			
Flashcard images avoid gender stereotypes (for example: only females are cooking, only males are playing football or only male police and soldier).			
Flashcard images include positive representations of people from different ethnic groups.			
Flashcard images include positive representations of people with disabilities.			
<i>Notes/Comments:</i>			

<b>Strategy 3: Use of flashcards</b>	Yes	No	? or N/A
Teacher prepares flashcards in advance.			
Teacher delivers flashcard activities which link to lesson objective and/or lesson content.			
For pair/group work, Teacher makes enough copies of flashcards for all pairs/groups.			
<i>Notes/Comments:</i>			

### **TSP Module 5: Assessment**

Domain 1: Knowledge of Learners

- Standard 1.1: Knows and understands students

Domain 3: Knowledge of teaching

- Standard 3.3: Knows how to assess, provide feedback and report on student learning.

In order to meet this standard a teacher should be able to successfully:

- Know how to observe students carefully to see if they are learning and understanding
- Believe that all learners can achieve at high levels
- Know when and how to use formative assessment
- Know when and how to use summative assessment
- Know how to provide feedback to help learners learn
- Know how to report on student learning

<b>These assessment observations can be used during any of the lessons observed.</b>	Yes	No	N/A
Uses questioning to find out what students know about the lesson topic, at the beginning of the lesson.			
Monitors all students carrying out activities making sure to stand close enough to be able to hear students/see students' work. Provides support to students where appropriate.			
Asks students questions to check understanding of instructions.			

Asks students questions to understand their thinking process.			
Finds opportunities to encourage students to reflect on learning.			
Finds relevant opportunities for students to assess each other's work.			
Finds relevant opportunities to set assessment activities as a homework task.			

### TSP Module 6: Lesson Planning

Domain 1: Knowledge of learners

- Standard 1.1: Knows and understands students

Domain 2: Knowledge of subject matter and curriculum

- Standard 2.1: Knows the content
- Standard 2.2: Knows the school curriculum

Domain 3:

- Standard 3.1: Knows how to plan for and implement effective teaching and learning

In order to meet this standard a teacher should be able to successfully:

- Use knowledge of how learners grow and develop to make decisions about the most appropriate methods for fostering learning
- Use knowledge of language and culture so that teaching program is relevant to children
- Use/adapt lessons using local knowledge to meet lesson objectives
- Follow the curriculum structure to provide appropriate time allocations for all subjects
- Plan lessons that relate clearly to the learning competencies
- Use a lesson plan with the key elements in the correct sequence to teach all subjects
- Use appropriate resources (including local) and adapts them to individual lessons

<b>These lesson plan questions can be discussed in an interview with the teacher before or after the class.</b>	Yes	No	N/A
Does the teacher have a lesson plan they can show you for a lesson you are observing today?			
Does the teacher have a lesson plan they can show you for a lesson from another day?			
The teacher has anticipated problems that he/she may face in the classroom and identified solutions in Section IV and/or Section V of lesson plan			
The teacher has included details in Section V of the lesson plan of how they will adapt activities.			
The teacher has used previous assessment results to inform the design of their lesson plan.			
The teacher has included extension activities in Section V of their lesson plan for students who finish activities early			

The teacher has described what went well and what didn't go well explaining why, in the Teacher Self-Evaluation section of the lesson plan.			
The teacher has described how they can improve in the following lesson on areas of teaching that didn't go well this lesson in the Teacher Self-Evaluation section of the lesson plan.			

### TSP Module 7: Setting up and managing pair/group work

Domain 1: Knowledge of learners

- Standard 1.1: Knows and understands students

Domain 3: Knowledge of teaching

- Standard 3.2: Knows how to teach the content

In order to meet this standard a teacher should be able to successfully:

- Use knowledge of how learners grow and develop to make decisions about the most appropriate methods for fostering learning.
- Use knowledge of learner differences to actively discover how each learner is different in their class.
- Organise pair work and group work appropriately to achieve learning goals.

**These observations are to be used if the teacher uses group or pair work during the lesson.**

Does the teacher use pair or group work? Yes/No <i>(If yes, then the rest of the questions in the form)</i>	Yes	No	N/A
The teacher pairs/groups students strategically (mixed gender groups, stronger students pair with students who need support etc.)			
The teacher has prepared enough resources for all pairs/groups.			
The teacher communicates to the students how long they have to complete the activity			
The teacher monitors students carry out the activity			
The teacher encourages peer support where necessary			
The teacher conducts feedback by asking two-three pairs/groups to share what they discussed/learnt with the rest of the class (for discussion type activities)			

## TSP Module 8 - Building confidence in teaching English

Domain 2: knowledge of subject matter and curriculum

- Standard 2.1: knows the content
- Standard 2.2: knows the curriculum

Domain 3: knowledge of teaching

- Standard 3.2: knows how to teach the content

Domain 4: professional responsibility

- Standard 4.1: shows commitment to professional learning

In order to meet this standard a teacher should be able to successfully:

- Use remedial teaching strategies to help most learners overcome learning difficulties in English
- Follow the curriculum structure to provide appropriate time allocation for English
- Plan and deliver English lessons that relate clearly to the learning competencies
- Support students to apply their knowledge of English phonics to be develop basic English literacy skills.
- Engage in professional development activities that build their confidence in teaching English.

**These observations are to be used if an English lesson is being observed.**

Did you observe an English class being taught? Yes/No <i>(If yes, then complete the rest of the questions in the form)</i>	Yes	No
<b>Teaching vocabulary (the teacher...)</b>		
Explains meaning of vocabulary clearly to students		
(Uses audio to demonstrate how to) pronounce vocabulary		
Encourages students to use their knowledge of phonics to sound out vocabulary		
<b>Teaching phonics (the teacher...)</b>		
(Uses audio to demonstrate how to) pronounce the letter sound correctly		
Demonstrates the correct action		
Demonstrates how to write the letter correctly		
Supports students to pronounce and write the letter sound		
<b>Teaching grammar (the teacher...)</b>		
Explains meaning of language clearly to students		
(Uses audio to demonstrate how to) use language		
Supports students to use language in pairs/groups		

### Teacher Interview

Thank you for allowing me to come and see your class today.

I really thought you did \_\_\_\_\_ well today.

I'd like to spend 20 minutes to ask a few questions related to the teacher professional development support you have received. Everything you share with me today will be kept confidential. Your name or school will not be linked to any specific information gathered and shared.

1. Thinking about this school year 2022/23 and last school year, how many times has a pedagogical adviser or provincial trainer visited you?

Month/Year	PT/PA

2. (If you have had visits from a PA/PT in this time period) **What kind of topics have you discussed with the PT/PA?**
3. Have you discussed any of the following topics?
  - Classroom Management
  - Supporting Ethnic Students
  - Teaching Multigrade
  - Flashcards
  - Assessment
  - Lesson Planning
  - Pair and Group Work
  - Confidence Building in Teaching English
4. What advice from your PT/PA have you found most useful?
5. Are there any areas you would like to get more support or advice in from your PT/PA?
6. What is the most significant change that you have experienced since your PT/PA has been supporting you? Please share an example or story. It can be a positive or negative story.
7. Why is this story significant to you?
8. Is there anything you would like to share with me today that you haven't already had a chance to share?

*Thank you very much for your time today. What you have shared will be helpful for our program in understanding how to better support PTs and PAs as they provide pedagogical support to teachers.*