



# CLASSROOM OBSERVATION TOOL FOR EDUCATORS FROM MYANMAR

*Aligned to the Myanmar Teacher Competency Standards Framework*

2020

# Teacher Competency Observation Form

<b>Teacher Name:</b>		<b>Name of Schools:</b>	
<b>Grade/Subject:</b>		<b>Number of Students</b>	
<b>Topic:</b>		<b>Date:</b>	

<b>Myanmar Teacher Competency Standard</b>	<b>Pre-Observation Questions</b>
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<b>A1. KNOW HOW STUDENTS LEARN</b>	<b>A1.1 Describe the different cognitive physical, social, language and emotional learning needs of your students. How will your lesson meet these needs?</b>		
	<b>Potential Limitations</b>	<b>Are there any students with additional needs that require consideration?</b>	<b>How will your lesson meet these needs?</b>
	<b>Cognitive</b>		
	<b>Physical</b>		
	<b>Social &amp; Emotional</b>		
	<b>Language</b>		
<b>A1.2 How will you connect the students' prior knowledge with this lesson?</b>			

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<b>A4. KNOW THE CURRICULUM</b>	<b>A4.1.1 What will the students learn by the end of your lesson (objective)?</b>	
	<b>A4.1.2 Describe the different parts of your lesson.</b>	
	1.	5.
	2.	6.
	3.	7.
4.	8.	
<b>A4.1.3 How will you assess that the students have learned this?</b>		
<b>A2. KNOW AVAILABLE INSTRUCTIONAL TECHNOLOGY</b>	<b>A2.1 How will your lesson promote student interaction, inquiry, problem-solving and/or creativity?</b>	
	<b>A2.2 What resources will you use during your lesson?</b>	
<b>A5. KNOW THE SUBJECT CONTENT</b>	<b>A5.1 How will you help students <u>apply</u> what they learned?</b>	
	<b>A5.2 How will you adjust your teaching to meet the needs of all students?</b>	
<b>A3. KNOW HOW TO COMMUNICATE WELL WITH STUDENTS AND THEIR FAMILIES</b>	<b>A3.2 How will your lesson connect to students' culture and background?</b>	
	<b>A3.1 Give an example of how you fulfill one of the 5 duties of Myanmar teachers.</b>	

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<b>B1.1 SUBJECT CONCEPTS AND CONTENT</b>	<p>The teacher lacks subject knowledge and doesn't attempt to explain the content to students beyond reading directly from the curriculum</p> <p>The teacher's explanations include serious content error(s) that negatively impacted students' understanding of the lesson</p>	<p>The teacher unsuccessfully attempts using or applying concepts in the curriculum</p> <p>The teacher attempts to link the content to student interests; however, the content is not accurate or not related in a way that supports deeper understanding</p> <p>The lesson scarcely or ineffectively uses the curriculum</p>	<p>Teacher demonstrates <u>strong subject knowledge</u> and is <u>confident in responding</u> to student questions</p> <p>The teacher explains and <u>expands</u> on subject content by using <u>different examples</u></p> <p>The teacher consistently shares <u>accurate information</u></p> <p>The teacher <u>links</u> the subject content to student interests and daily life</p>	<p>The teacher expands on the curriculum during instruction to "bring the curriculum to life!"</p> <p>The teacher enables the students to demonstrate a deep understanding of content</p>		
<b>B1.2 TEACHING AND LEARNING STRATEGIES</b>	<p>The teacher does not attempt to use different teaching and learning strategies. The teacher only dictates to the students and has students copy text from the board or curriculum book</p> <p>The teacher doesn't allow students to engage, respond, or explain their thinking</p> <p>Students are largely unengaged throughout the lesson</p>	<p>The teacher unsuccessfully attempts to use different teaching and learning strategies, however, this does not result in students having a stronger understanding of the content</p> <p>Students scarcely have the opportunity to work with each other in groups</p> <p>Students only seem engaged when the teacher is working directly with them</p>	<p>The teacher uses <u>more than 1 method</u> of teaching enabling students to learn by hearing, seeing and doing</p> <p>Students learn using <u>group work</u> or <u>class discussions</u></p> <p>Students are <u>engaged for most</u> (90%) of the lesson</p>	<p>The teacher engages the students in the learning process through the use of a variety of participatory learning activities involving hearing, seeing and doing during most of the lesson</p> <p>Students are fully engaged and actively participating for the entire (100%) lesson</p>		

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<p><b>B1.3 LESSON PLANNING AND DELIVERY</b></p>	<p>The teacher's lesson is disorganized or ad hoc with little evidence of intentional prior planning</p> <p>A lot of lesson time is wasted as the teacher has not attempted to prepare ahead of time</p>	<p>The teacher unsuccessfully attempts to link content to prior learning</p> <p>Students seen unaware of the what they will be learning the lesson objective was unclear</p> <p>Students are unable to follow as the lesson pace is too quick</p> <p>The students are unengaged because the lesson is too slow or repetitive</p> <p>The lesson contains some unused time, finishes too early, or goes over time</p> <p>Some instructional time is lost due to disorganized transitions</p>	<p>The lesson has an <u>introduction</u> related to previous learning</p> <p>The teacher shares a <u>learning outcome</u> with students</p> <p><u>Appropriate instruction time</u> is provided to students in order to learn new content</p> <p>The teacher delivers content at an <u>appropriate speed</u> (pace)</p> <p>The teacher <u>uses all lesson time</u> effectively</p> <p>The lesson finishes with a <u>review or appropriate conclusion</u></p>	<p>Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skills of individual students</p> <p>The lesson is designed to engage students in complex thinking and problem solving</p> <p>All aspects of the lesson are aligned to the learning outcome and have observable results</p>		
<p><b>B2.1 ASSESS AND MONITOR LEARNING</b></p>	<p>The teacher does not attempt to assess or monitor student learning</p> <p>The teacher doesn't allow students to demonstrate their understanding</p> <p>The teacher only asks global questions with "yes" or "no" answers only</p>	<p>The teacher monitors student learning for the class as a whole using a single method</p> <p>The teacher asks questions that requires only knowledge recall (closed questions) or a single correct response</p> <p>Feedback to students is general and not helpful for improvement</p> <p>Questions and assessments are rarely used to show evidence of student learning</p> <p>Assessments are not appropriate or vaguely related the learning task</p> <p>Students are unsure of what the criteria for success are</p>	<p>The teacher <u>checks student progress frequently</u></p> <p>The teacher asks <u>open questions</u> that challenges student understanding</p> <p>Feedback to students is both <u>accurate</u> and <u>specific</u></p> <p>The teacher uses a variety of assessment methods such as: <u>class discussion</u>, <u>individual assignment or seatwork</u>, or giving <u>individual feedback</u> to students on their work</p> <p>Assessments are <u>appropriate and related</u> to the learning task</p> <p>The teacher makes <u>examples of high-quality work</u> and <u>criteria for success</u> clear to students</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students and advance higher-level thinking</p> <p>Assessment is fully integrated into instruction, through extensive use of formative assessment</p> <p>Students self-assess or have the opportunity to give each other feedback to monitor their own progress</p>		

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<p><b>B3.1 CLASSROOM ENVIRONMENT AND SAFETY</b></p>	<p>The teacher is disrespectful toward students or insensitive to students' ages and developmental levels</p> <p>The teacher does not attempt to stop disrespectful interactions among students</p> <p>The classroom is unsafe or disorganized to the point that learning is inhibited</p>	<p>The teacher attempts to make respectful connections with and encourage students, but student reactions indicate that these attempts are not successful</p> <p>The teacher attempts to respond to disrespectful behavior among students, with uneven results</p> <p>The classroom environment could be cleaned or better organized to promote learning</p>	<p>The teacher <u>models respectful behavior</u>, good health, and safe practices</p> <p><u>Students work</u> considerably both independently and when in teams</p> <p>The teacher creates a <u>safe, clean, and well-organized</u> learning environment</p> <p>The teacher uses <u>classroom space</u> and available <u>furniture</u> to promote student engagement as much as is possible</p>	<p>The teacher respects and encourages students' efforts resulting in students taking educational risks</p> <p>Students respectfully participate without fear of embarrassment from either the teacher or other students</p> <p>The students encourage each other to participate</p> <p>The classroom is safely and intentionally organized to extend learning as much as is possible</p>		
<p><b>B3.2 BEHAVIOR MANAGEMENT</b></p>	<p>When students disrupt the classroom, the teacher is either not aware, does nothing, or has an ineffective response</p> <p>It is clear the students do not know what behavior is expected of them</p> <p>The teacher defers to using threats, shame or corporal punishment to manage student misbehavior</p> <p>The teacher does not attempt to monitor student behavior</p> <p>The classroom environment is disorderly, with no clear behavioral expectations</p>	<p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success</p> <p>Managing student behavior results in a significant loss of instructional time</p> <p>The teacher mostly uses positive discipline, but negative reinforcement was observed</p> <p>The teacher attempts to monitor student behavior, but with no apparent system</p> <p>The teacher's response to student misbehavior is inconsistent: sometimes too harsh, other times too lenient</p>	<p>The teacher reinforces <u>clear behavioral expectations</u> and it is clear that students <u>know and follow the rules</u></p> <p>The teacher uses an <u>effective system to quickly manage</u> any student misbehavior</p> <p>Teacher <u>doesn't shame</u> or embarrass students. The teacher uses <u>positive communication</u> with each student</p> <p>Teacher <u>promotes mutual respect</u> among students during interaction</p> <p>Teacher corrects undesired behavior <u>consistently and appropriately</u></p>	<p>Student behavior is entirely appropriate; any student misbehavior is very minor and quickly and consistently handled</p> <p>Students respectfully correct each other when someone misbehaves</p>		

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<p align="center"><b>C1.1 PROFESSIONALISM</b></p>	<p>The teacher arrives late to class, leaves class early, or spends significant time outside of the classroom</p> <p>The teacher willfully ignores school rules and regulations in front of the students</p> <p>The teacher suggests to students that when they have difficulty learning, it is their fault</p>	<p>The teacher adheres to school rules and regulations</p> <p>The teacher's behavior conveys they are minimally invested in student interests and success</p> <p>The teacher is an inconsistent role model, often making little extra effort to motivate students</p>	<p>Teacher is thoroughly prepared, arrives to class <u>on time</u></p> <p>Teacher is <u>prepared and organized</u> for their lesson</p> <p>Teacher promotes the <u>5 traditional</u> Myanmar teacher responsibilities</p> <p>The teacher promotes and models <u>inclusive and respectful behavior</u> with all students</p> <p>The teacher <u>encourages student participation and motivates students</u> to give their best effort</p>	<p>The teacher is an exemplar model— making intentional extra effort to include all students and provide individual feedback</p> <p>It is evident that students seek to mimic the positive and supportive behaviors of their teacher</p>		
<p align="center"><b>C1.3 STUDENT'S CULTURE AND HERITAGE</b></p>	<p>The teacher doesn't encourage the promotion of diversity or multilingual learning</p> <p>Students exhibit little or no pride in their cultural heritage</p> <p>Students' body language suggests feelings of hurt, discomfort, or insecurity</p> <p>The teacher is disrespectful or insensitive to students' cultural backgrounds</p>	<p>The teacher attempts to link the curriculum to student's culture or heritage, but the example further confuses students, or is misleading</p> <p>The teacher attempts to make connections with individual students about their backgrounds, community, or home life, but student reactions indicate that these attempts are not entirely successful</p> <p>The teacher missed or only weakly seized an opportunity to relate the content to students cultural background, community or home life</p>	<p>The teacher intentionally uses <u>local culture/knowledge</u> and examples from the students' daily life to enhance learning</p> <p>The teacher uses <u>different languages</u> to explain difficult vocabulary, if possible</p> <p>The teacher promotes diversity by encouraging students to <u>use their home language</u> or <u>share their own examples during class</u></p>	<p>The teacher communicates the importance of diversity and acceptance of others through intentional use of examples and activities</p> <p>The teacher respects and encourages students to explore and share their about cultural heritage, community and home life</p> <p>The teacher localizes the curriculum, enabling the students to fully identify with the content</p>		

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<b>C1.4 USING RESOURCES</b>	The teacher doesn't use any teaching or learning resources during the lesson	<p>The teacher attempts to use a teaching or learning resource during the lesson, however, student understanding is not enhanced</p> <p>The resource used is unsuitable or not relevant to the lesson or student's level</p> <p>The teacher makes limited use of available teaching and learning resources that have potential to enhance learning</p>	<p>The teacher effectively uses one available or created teaching or learning resource to <u>enhance learning</u> making the content more clear and easier for the students to understand</p> <p>The teacher uses available classroom resources creatively to engage the students and allow them <u>creatively express their ideas</u></p>	<p>The teacher effectively uses multiple available or created teaching and learning resources to enable students to learn new concepts in imaginative and creative ways</p> <p>The students have the opportunity to make their own learning resources</p>		
<b>C3.1 FAIRNESS &amp; C3.2 INCLUSIVE TEACHING</b>	<p>The teacher treats students inconsistently, favoring some while ignoring or shaming others</p> <p>The teacher makes no attempt to adjust the lesson in response to student confusion or needs</p> <p>The teacher ignores students' questions or requests for support</p> <p>It is clear students do not feel comfortable to participate in the lesson</p>	<p>The teacher selects some students to answer more than others</p> <p>The teacher unintentionally pays more attention to a particular student or area of the classroom</p> <p>The teacher's attempt to adapt the lesson to meet all student needs is only partially successful</p>	<p>Teacher <u>doesn't show favoritism</u> or discriminate particular students or groups</p> <p>Teacher actively ensures <u>all students</u> have the opportunity to participate</p> <p>Teacher provides <u>additional support or changes instruction</u> for students struggling with content and to students with special needs</p>	<p>The teacher conveys to students that they won't consider a lesson complete until every student understands or has the opportunity to try</p> <p>The teacher frequently adjusts the lesson or uses a broad range of approaches to assist individual students</p>		
<b>TEACHING FUNDAMENTALS CHECKLIST</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher makes <u>eye contact</u> with all students during the lesson</li> <li><input type="checkbox"/> The teacher is <u>audible</u> at the back of the classroom</li> <li><input type="checkbox"/> The teacher uses effective <u>body language</u></li> <li><input type="checkbox"/> The teacher <u>circulates</u> or moves around the classroom to check on all students</li> <li><input type="checkbox"/> The teacher <u>writes clearly</u> on the board</li> <li><input type="checkbox"/> The teacher uses <u>student names</u></li> </ul>					



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SINGLE RESPONSE QUESTION TALLY											TOTAL	
TEACHER MOVEMENT MAP												
	TOTALS	1	2-	2	2+	3-	3	3+	4-	4	4+	
		0	20	30	40	50	60	70	80	90	100	

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Myanmar Teacher Competency Standard	Post-Observation Questions
<b>D1. REFLECT ON OWN TEACHING PRACTICE</b>	<p>D1.1.1 What were the most successful parts of your lesson? Why?</p> <p>D1.1.2 - What challenges did you face in your lesson and how would you improve next time?</p>
<b>D2. ENGAGE WITH COLLEAGUES IN IMPROVING TEACHING PRACTICE</b>	<p>D2.1.1 How do you collaborate with other teachers to improve learning outcomes?</p> <p>D2.1.3 What is your goal for improving your teaching in the future?</p>

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<b>B2. ASSESS, MONITOR AND REPORT ON STUDENTS' LEARNING</b>	<b>B2.2.3 How do you share students' achievement with parents?</b>		
<b>B4. WORK TOGETHER WITH OTHER TEACHERS, PARENTS, AND COMMUNITY</b>	<b>B4.1.2 How do you engage parents in children's learning and school activities?</b>		
<b>FINAL COMMENTS AND FEEDBACK</b>			
<b>Observed By:</b>		<b>Date:</b>	
<b>Best Practice Name(s)</b>		<b>Video Time(s):</b>	

