



CLASSROOM OBSERVATION TOOL FOR EDUCATORS FROM MYANMAR

Aligned to the Myanmar Teacher Competency Standards Framework

2020

Teacher Competency Observation Form

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

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

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

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B1.1 SUBJECT CONCEPTS AND CONTENT	<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>		
B1.2 TEACHING AND LEARNING STRATEGIES	<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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B1.3 LESSON PLANNING AND DELIVERY	<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>		
B2.1 ASSESS AND MONITOR LEARNING	<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>B3.1 CLASSROOM ENVIRONMENT AND SAFETY</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>B3.2 BEHAVIOR MANAGEMENT</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">C1.1 PROFESSIONALISM</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">C1.3 STUDENT'S CULTURE AND HERITAGE</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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C1.4 USING RESOURCES	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>		
C3.1 FAIRNESS & C3.2 INCLUSIVE TEACHING	<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>		
TEACHING FUNDAMENTALS CHECKLIST	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher makes <u>eye contact</u> with all students during the lesson <input type="checkbox"/> The teacher is <u>audible</u> at the back of the classroom <input type="checkbox"/> The teacher uses effective <u>body language</u> <input type="checkbox"/> The teacher <u>circulates</u> or moves around the classroom to check on all students <input type="checkbox"/> The teacher <u>writes clearly</u> on the board <input type="checkbox"/> The teacher uses <u>student names</u> 					

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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
<p>D1. REFLECT ON OWN TEACHING PRACTICE</p>	<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>
<p>D2. ENGAGE WITH COLLEAGUES IN IMPROVING TEACHING PRACTICE</p>	<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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B2. ASSESS, MONITOR AND REPORT ON STUDENTS' LEARNING	B2.2.3 How do you share students' achievement with parents?		
B4. WORK TOGETHER WITH OTHER TEACHERS, PARENTS, AND COMMUNITY	B4.1.2 How do you engage parents in children's learning and school activities?		
FINAL COMMENTS AND FEEDBACK			
Observed By:		Date:	
Best Practice Name(s)		Video Time(s):	

