



# Stawisha Instructional Leadership Institute Baseline Report

## 1. Introduction

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Dignitas is committed to empowering educators to lead school transformation that will provide greater opportunities for the next generation. Stawisha Instructional Leadership institute aims to improve school leader’s skills and capacity in order to ensure all learners are empowered equally through education. Stawisha focuses on three levers of transformation; Instructional Leadership, Classroom Culture and Learner Engagement.

In 2020, Dignitas partnered with 40 schools from Nairobi’s Dandora community and Homabay County, to deliver training to 178 School Leaders and Teachers. Throughout the year, Dignitas delivered Covid-related support to the School Leaders, in order to support remote learning and ensure wellbeing of learners whilst at home. In 2021, Dignitas partnered with 43 schools from the same Counties, to deliver training to 170 School Leaders and Teachers.

To establish the current practices of the School Leaders and Teachers, Dignitas engaged a team of Research Assistants to conduct lesson observations and instructional leadership assessment for School Leaders in March 2020 and 2021, for 2020 and 2021 Cohorts respectively. The table below shows the number of assessed School Leaders and Teachers across the different Cohorts.

Cohort	School Leaders	Teachers
Stawisha APBET (2020)	16	61
Stawisha APBET (2021)	21	59
Stawisha Homabay (2020)	20	59
Stawisha Homabay (2021)	20	59
Stawisha Homabay (Control)	20	62

This report outlines the baseline results for both 2020 and 2021 Cohorts. The results will inform program goal setting as well as training and individualized coaching focus.



## **2. Data Collection and Analysis**

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The following tools were used to assess the teachers and School Leaders;

1. Lesson Observation Tool - used to establish classroom practices of the teachers in areas of classroom culture, learner engagement, and instructional leadership. Some of the practices checked for include: lesson planning, behavior management, learner engagement, differentiated learning, and questioning.
2. Instructional Leadership Assessment Tool – used to establish the school leadership systems put in place to promote positive learner achievement and support offered to teachers to apply classroom instruction that supports and engages all learners.

To indicate the proficiency at which a practice is being implemented, the following ratings were provided in both tools: No Evidence (0), Beginning Mastery (20), Approaching Mastery (40), Mastery (70), and Advanced Mastery (100). Rubrics comprising descriptions and look fors for all ratings under each indicator are provided.

Research Assistants administered the tools through classroom observations, document review and verifications, and interviews with the teachers and school leaders. In each school, the Research Assistants completed the Instructional Leadership Assessment Tool together with the school leader (either Head Teacher or the Deputy Head Teacher). This was followed by lesson observations for all the teachers who are part of the Stawisha Program.

## **3. Lesson Observation Results**

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This section captures baseline results of teachers across the various classroom practices. For analysis purposes, the average scores were computed by averaging the individual teacher scores across the different practices.

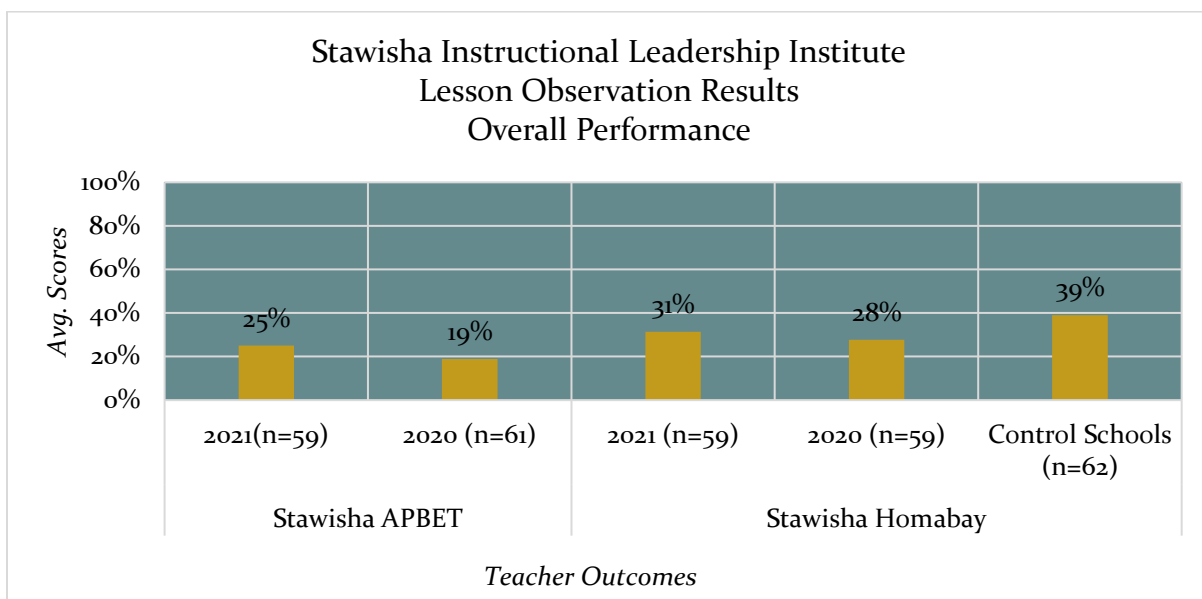
### ***Overall Performance***



To establish the current instructional capacity of the teachers, lesson observations focused on the teachers’ ability towards ensuring; learners are goal-oriented and committed to personal achievement, learners actively engage and participate throughout the lessons, and learners interrogate and apply new knowledge throughout the lessons.

Figure 1 below shows the overall cohort scores for the 2020 and 2021 APBET and Homabay Cohorts. Overall, Stawisha APBET 2020 and 2021 schools recorded 19% and 25% overall scores, indicating majority of the teachers are currently at beginning mastery level. In addition, Stawisha Homabay 2020 and 2021 schools recorded 28% and 31% overall scores, indicating majority of the teachers are currently at approaching mastery level.

Figure 1: Overall Performance



### Domain Performance

Figure 2 and Figure 3 below show the overall cohort scores per domain; self-efficacy, communication and collaboration, and curiosity.

Domain scores showed that Stawisha 2020 Cohort was at beginning mastery across all the domains. Also, Stawisha 2021 Cohort was at approaching mastery under self-efficacy and communication and collaboration, and beginning mastery under curiosity domain. Additionally, both Stawisha Homabay Cohorts were at approaching mastery level across the three domains (Figure 3).



Figure 2: Stawisha APBET Baseline results Domain Scores

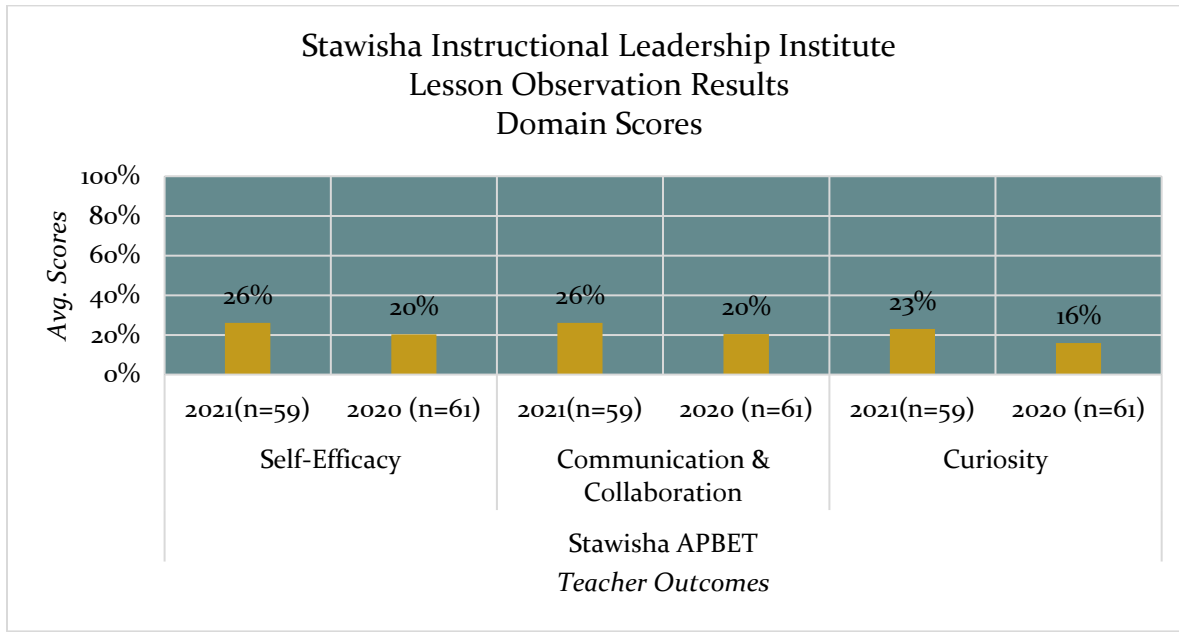
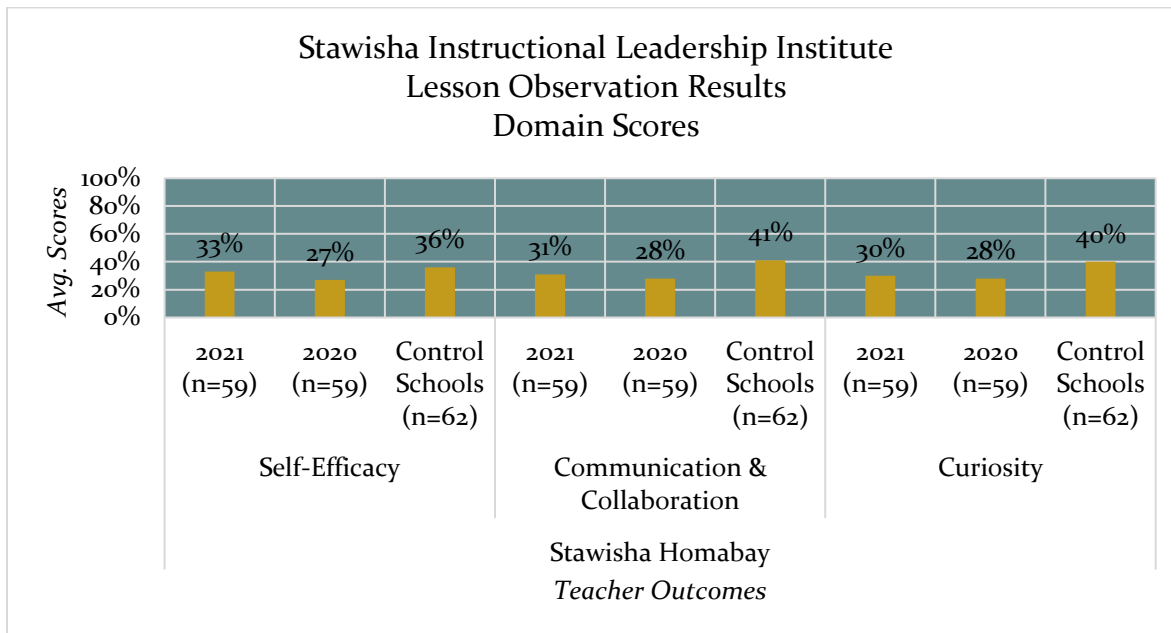


Figure 3: Stawisha Homabay Baseline Results Domain Scores





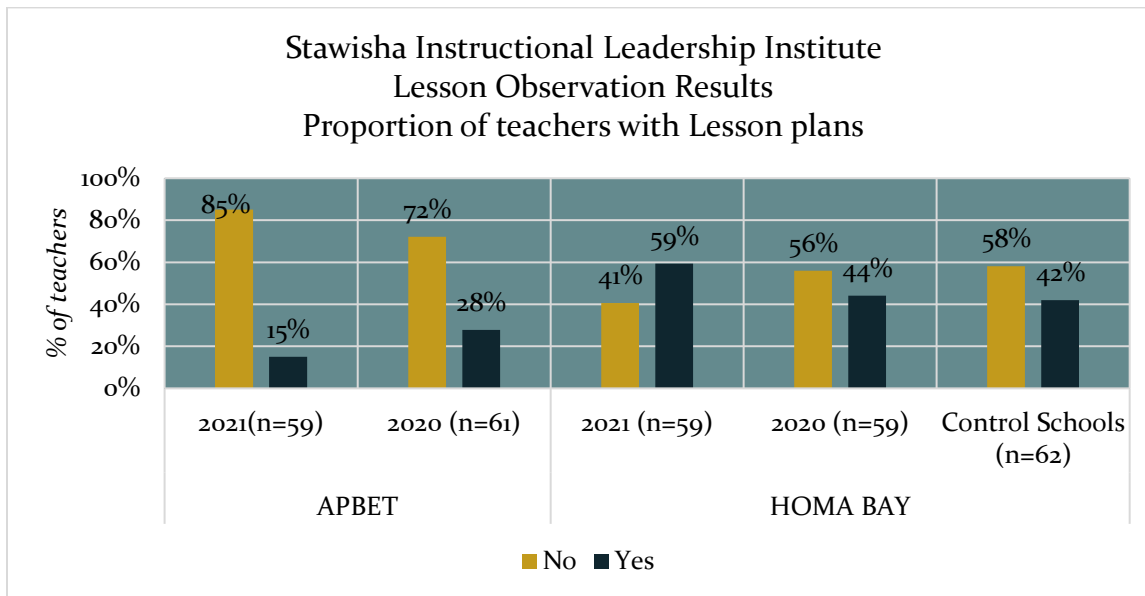
### Lesson Planning

Lesson planning allow teachers to better plan for every step of teaching in advance. Proper lesson planning ensures that teachers maximize on instruction time and deliver their lessons effectively.

Figure 4 below shows the proportion of school leaders who had lesson plans on the day of assessment. For Stawisha APBET 2020 and 2021 Cohorts, 72% and 85% of the teachers did not have a lesson plan during the lesson, respectively.

For Stawisha Homabay, the Control schools recorded the highest proportion of teachers without a lesson plan (58%), followed by Stawisha Homabay 2020 teachers (56%). Notably, majority (59%) of the Stawisha Homabay 2021 teachers had a lesson plan, in comparison to all cohorts.

Figure 4: Proportion of teachers with lesson plans



### Components of a Lesson plan.

Figure 5 and Figure 6 below show the components of the lesson plans reviewed.



Figure 5: Components of a Lesson Plan (APBET)

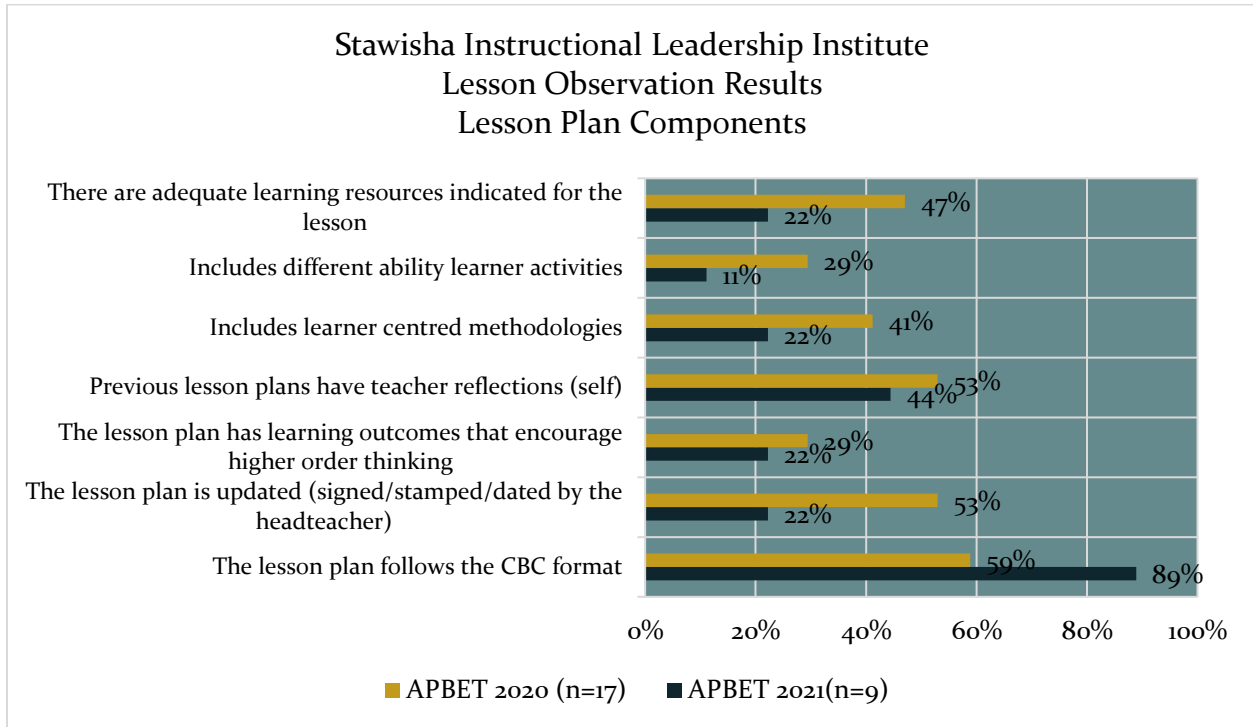
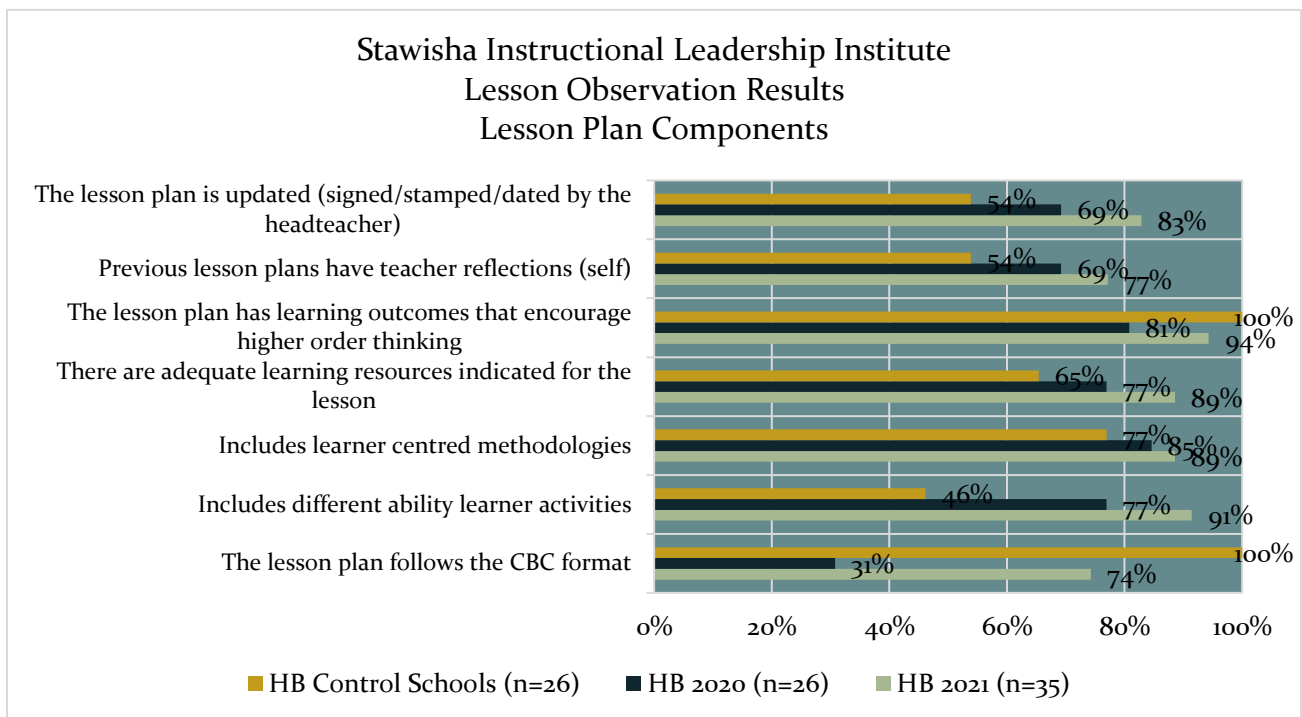


Figure 6: Components of a Lesson Plan (HB)





**Short Term Outcome 1: Learners are goal-oriented and committed to personal achievement**

Under Short Term Outcome 1, we established the teacher’s ability to create and maintain learner safe spaces, provide opportunities for learner autonomy, develop learner goals and differentiate them based on learner ability. Specifically, we interrogated the ability of the teacher to; positively manage learners’ behavior, redirect off-task behavior during the lesson, develop and use discipline plans, provide opportunities for learners to take responsibility, lesson plan and provide different learning options for learners, lesson plan and deliver instruction for different learner abilities, and provide individualized feedback to learners.

Figures 7 and 8 display results at output level. The three outputs are: *teacher creates and maintains learner safe spaces*, *teacher provides opportunities for learner autonomy*, and *teacher develops learner goals and differentiates them based on learner ability*.

Generally, Stawisha APBET Cohorts recorded slightly higher average scores on the creation and maintenance of learner safe spaces, with 2020 and 2021 teachers at beginning mastery and approaching mastery, respectively. (See Figure 7)

Stawisha Homabay Cohorts were also at approaching mastery level across the three outputs, except for the 2020 teachers who were at beginning mastery on the creation of learner safe spaces. (See Figure 8)

Figure 7: Outcome 1: Learner are goal-oriented and committed to personal achievement (Stawisha APBET)

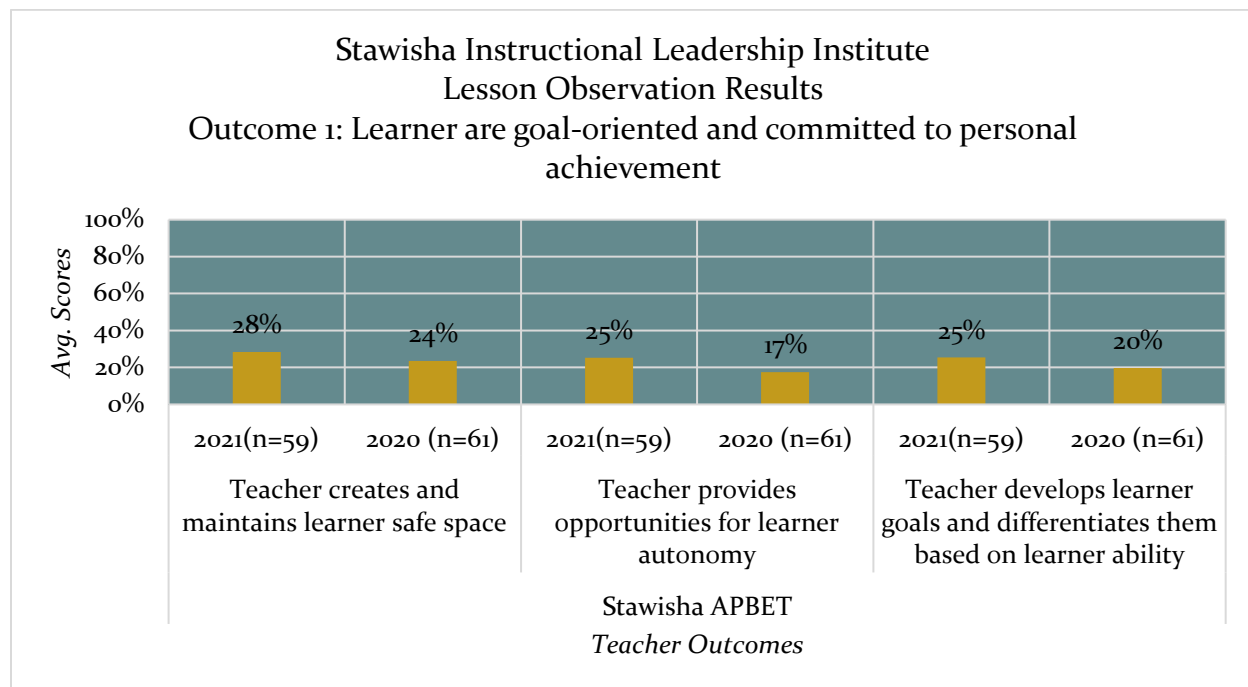
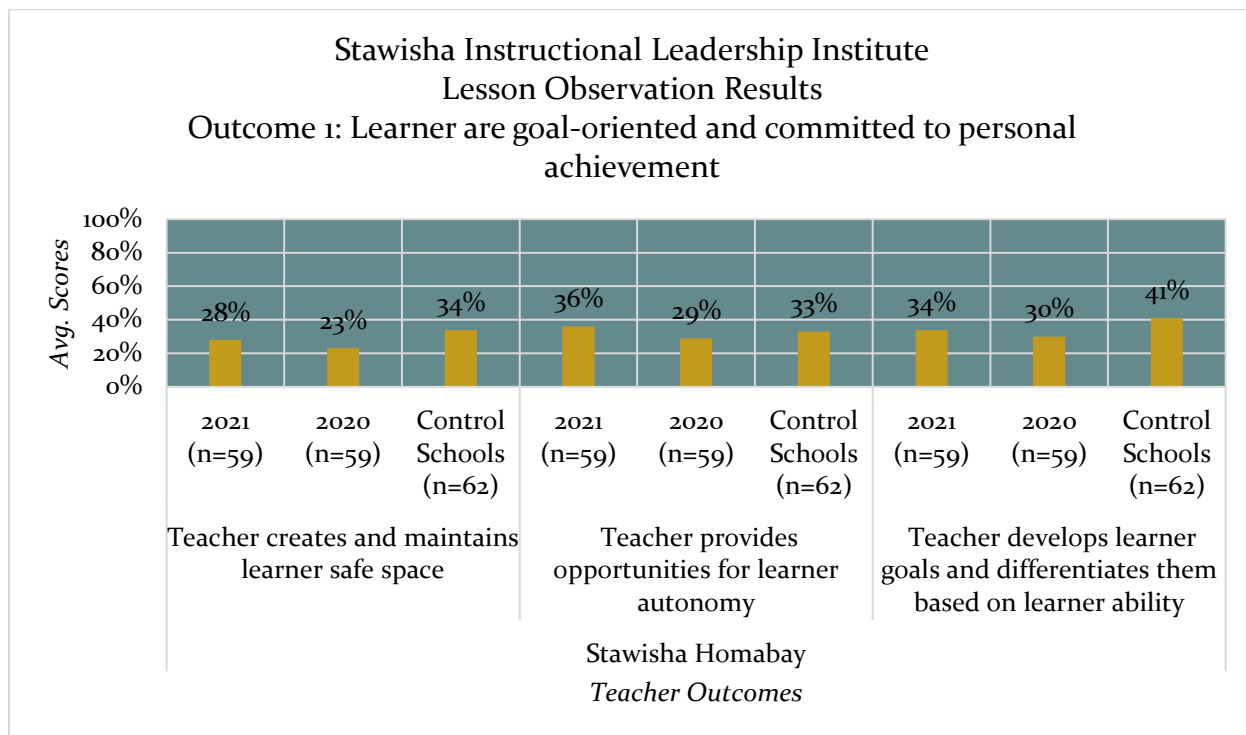




Figure 8: Outcome 1: Learner are goal-oriented and committed to personal achievement (Stawisha Homabay)



**Short Term Outcome 2: Learners actively engage and participate throughout the lesson**

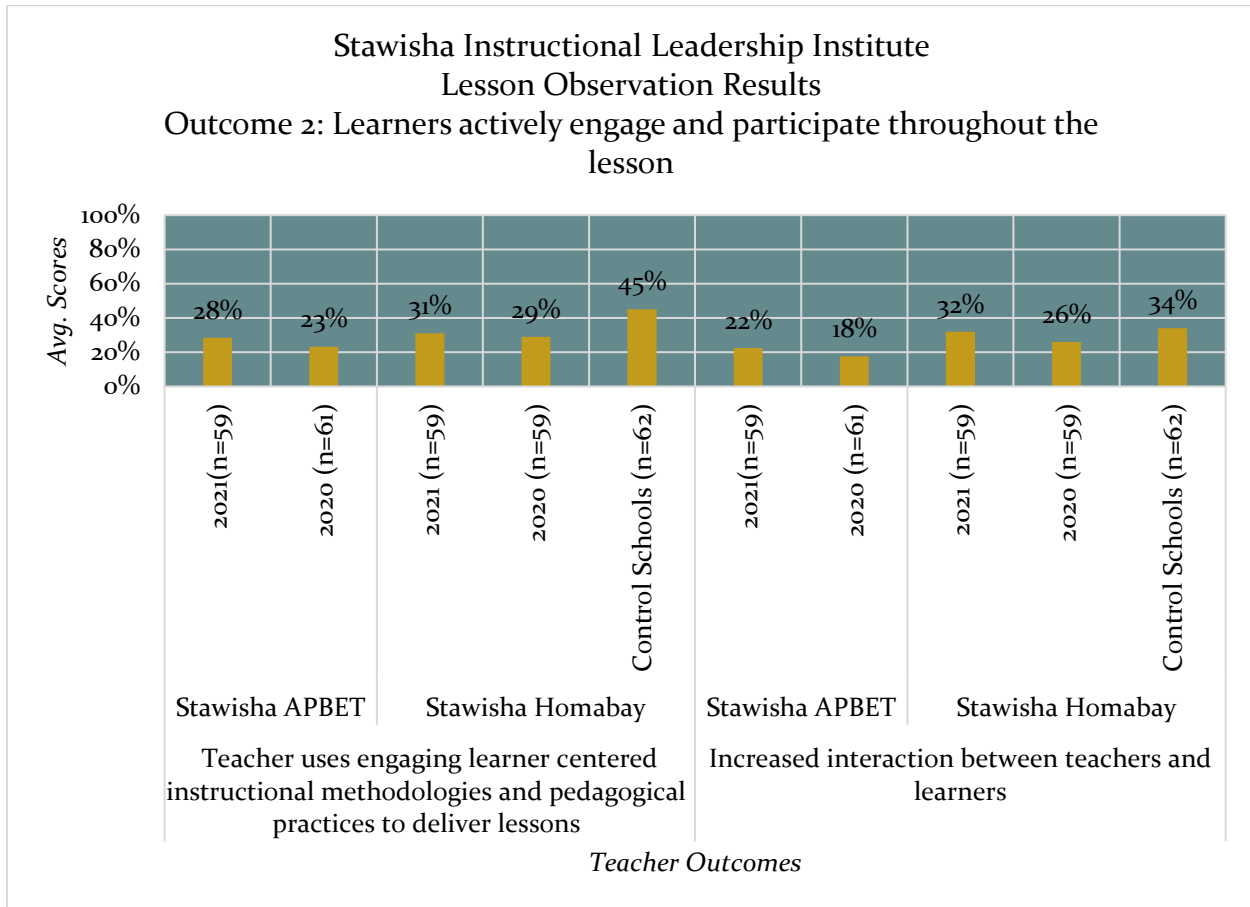
Under Short Term Outcome 2, we established the teacher’s ability to use engaging learner-centered instructional methodologies to deliver lessons. Specifically, we interrogated the ability of the teacher to incorporate engaging learning techniques during the lesson, use engaging learning materials and strategies that cater for different learning styles, and incorporate group work and tasks that increase learner talk time throughout the lesson.

Figure 9 shows the output level results. The two outputs are: *teacher uses engaging learner centered instructional methodologies and pedagogical practices to deliver lessons and increased interaction between teachers and learners*

As illustrated in Figure 9, on the use of learner-centered instructional methodologies, Stawisha Homabay Cohorts recorded relatively higher scores compared to Stawisha APBET cohorts, with most teachers at approaching mastery level.



Figure 9: Outcome 2: Learners actively engage and participate throughout lessons



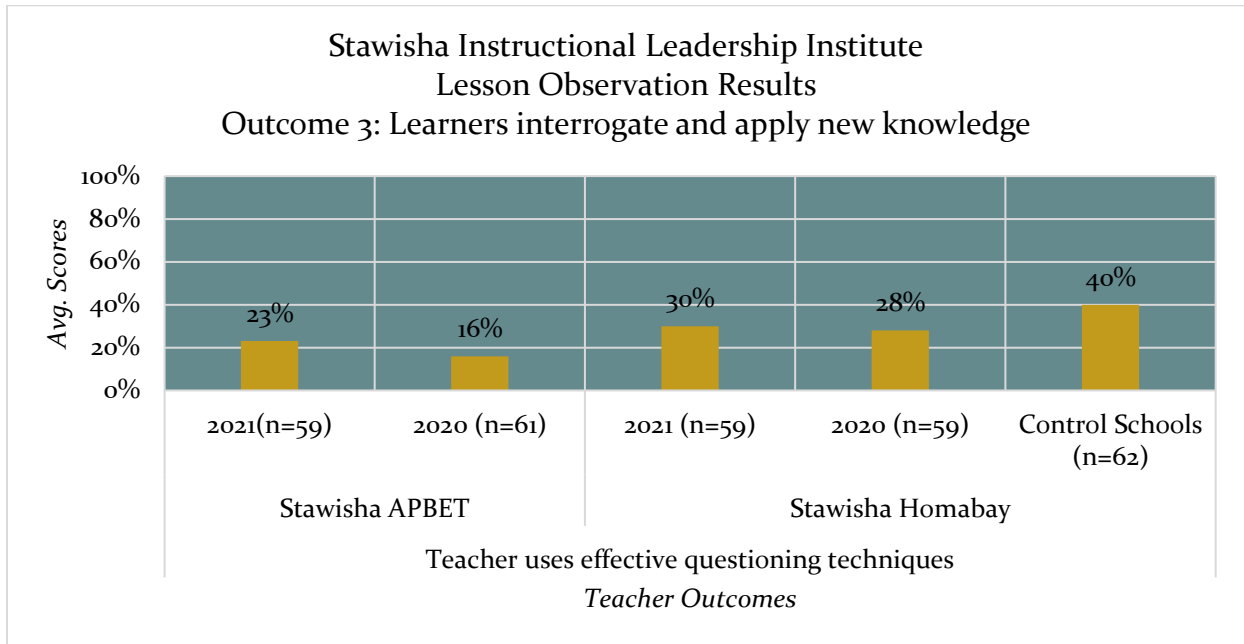
**Short Term Outcome 3: Learners interrogate and apply new knowledge**

Under Short Term Outcome 3, we established the teacher’s capacity to use effective questioning techniques during the lesson. Specifically, we checked whether the teacher allows and encourages learners to ask questions and interact with ideas and concepts and if the teacher asks questions that increase rigor and encourage cognitive struggle.

On questioning techniques applied during the lesson, Stawisha APBET teachers recorded beginning mastery level whereas Stawisha Homabay Cohorts recorded approaching mastery level. Teachers in Stawisha Homabay control schools recorded relatively higher scores compared to the other Homabay Cohorts (including Stawisha APBET Cohorts) (See Figure 10)



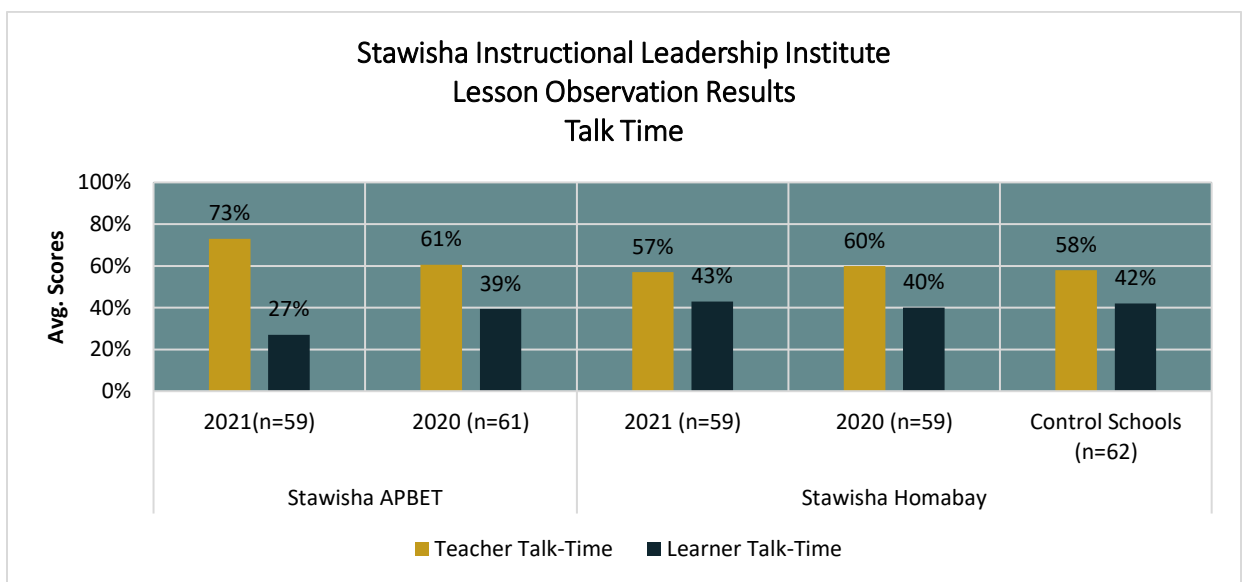
Figure 10: Outcome 3: Learners interrogate and apply new knowledge (APBET)



### Talk Time

Figure 11 below shows average teacher and learner talk-time recorded across the Stawisha APBET & Homabay Cohorts. Generally, teacher talk time is at least 50% across the APBET and Homabay Cohorts.

Figure 11: Talk time

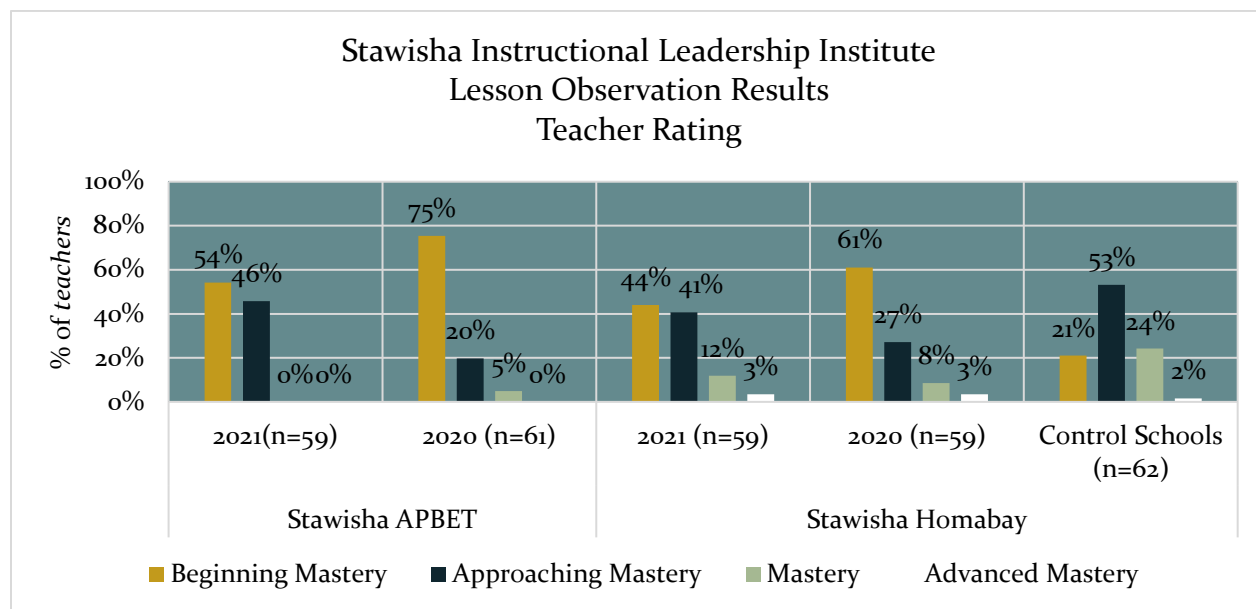




## Teacher Ratings

Generally, Stawisha Homabay and APBET teachers were at *beginning mastery* except for Homabay control schools where majority were at *approaching mastery* as illustrated in Figure 12 below. Notably, at least 20% of the teachers across all the cohorts were at approaching mastery level.

Figure 12: Teacher Rating



## 4. Instructional Leadership Results

This section captures baseline results of School Leaders across the various instructional leadership practices. For analysis purposes, the average scores were computed by averaging the individual School Leader scores across the different practices.

### Overall Performance

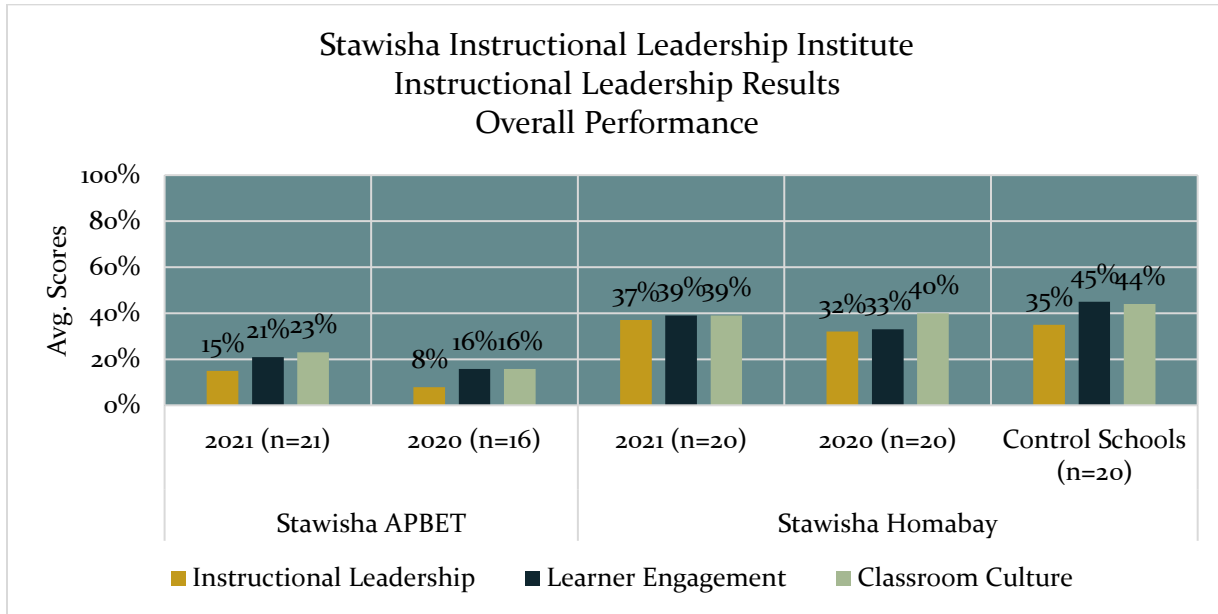
To establish the current instructional leadership practices, Dignitas assessed the capacity of School Leaders in the areas of instructional leadership, classroom culture and learner engagement.

Overall, Stawisha APBET School Leaders were at beginning mastery across the three domains, with the 2021 cohort recording slightly higher scores compared to the 2020 Cohort. Stawisha Homabay School Leaders were at approaching mastery as illustrated



in Figure 13 below, with the control schools recording higher scores under **learner engagement** and **classroom culture** domains.

Figure 13: IL Overall Performance



**Domain 1: Instructional Leadership**

**a. Classroom Support**

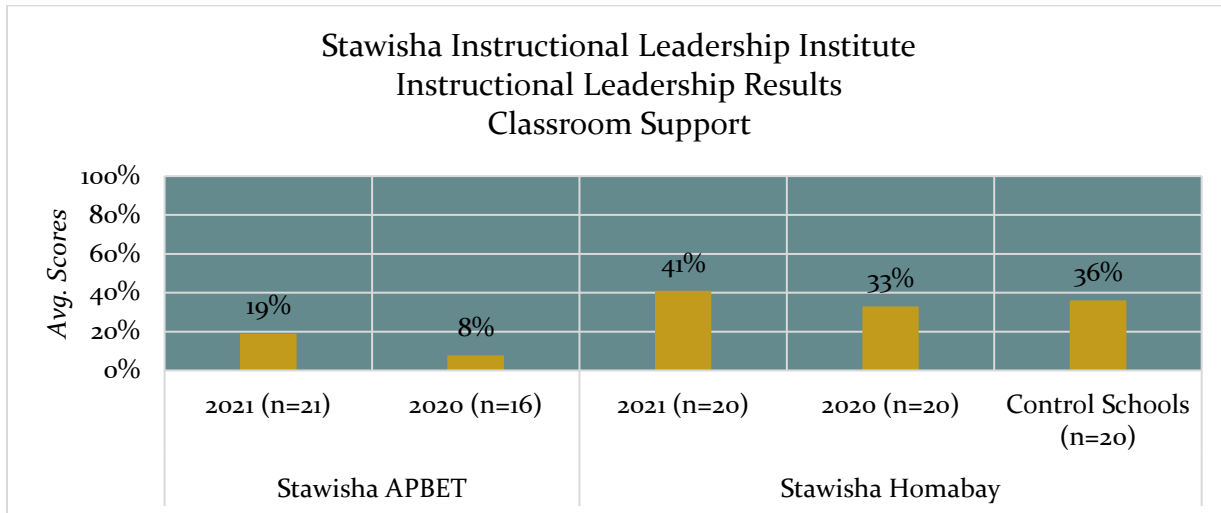
Under classroom support, we interrogated the ability of the School Leaders to observe and provide positive and constructive evidence-based feedback to teachers as a way of improving teachers' skills. We also checked on the frequency at which the school leader collects, documents and reviews data, and ways the schools use the data collected.

As illustrated in Figure 14 below, majority of the Stawisha APBET School Leaders were at beginning mastery whereas majority of the Stawisha Homabay School Leaders were at approaching mastery level.

The 2021 APBET and Homabay School Leaders recorded fairly higher average scores compared to the 2020 Cohorts.



Figure 14: Classroom Support



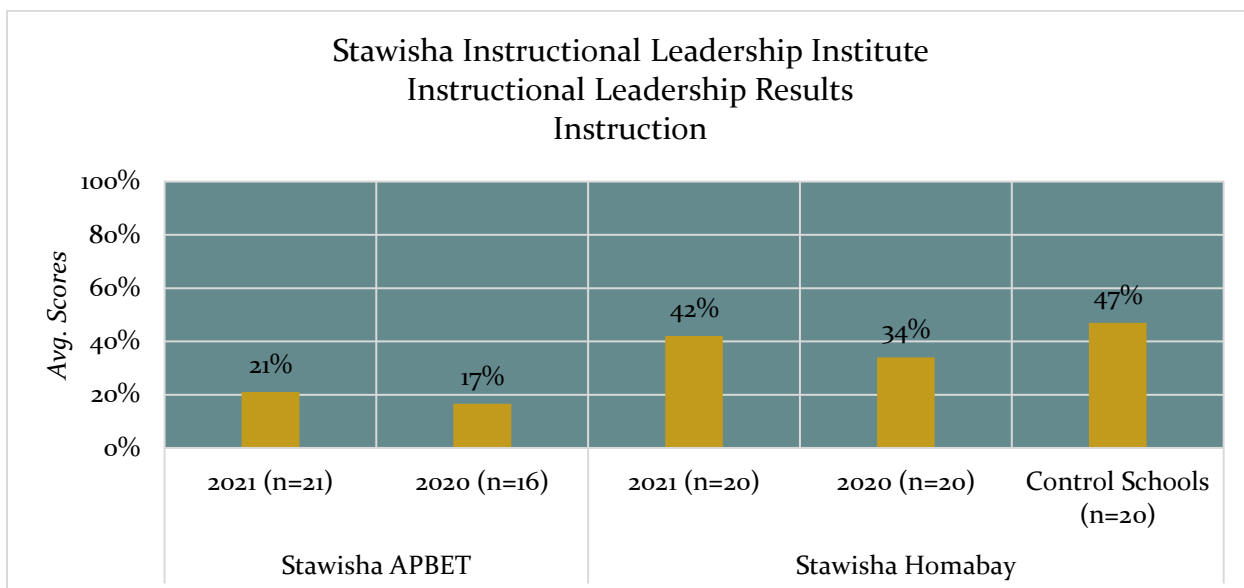
**Domain 2: Learner Engagement**

**a. Instruction**

Under instruction, the School Leaders’ capacity to review, support and provide specific feedback on lesson planning, as well as model and support engaging pedagogical methodologies was assessed.

As shown in Figure 15 below, Stawisha APBET School Leaders were at beginning mastery, whereas Stawisha Homabay School Leaders were at approaching mastery.

Figure 15: Instruction

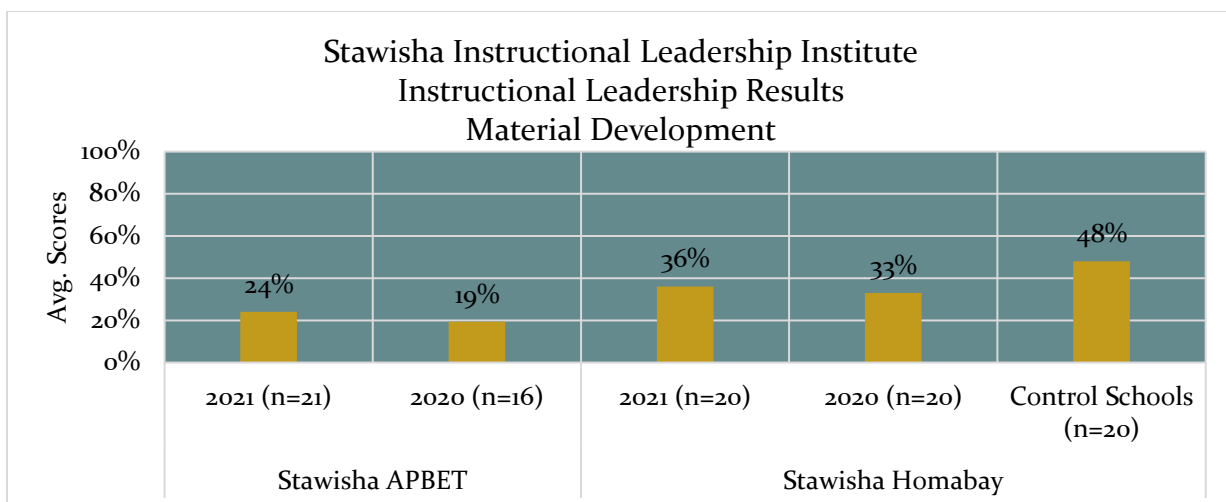




**b. Material Development.**

On material development, the School Leaders’ capacity to model and develop engaging teaching and learning materials was assessed. Majority of Stawisha APBET School Leaders were at beginning mastery whereas Stawisha Homabay SLs were at approaching mastery (See Figure 16).

Figure 16: Material Development

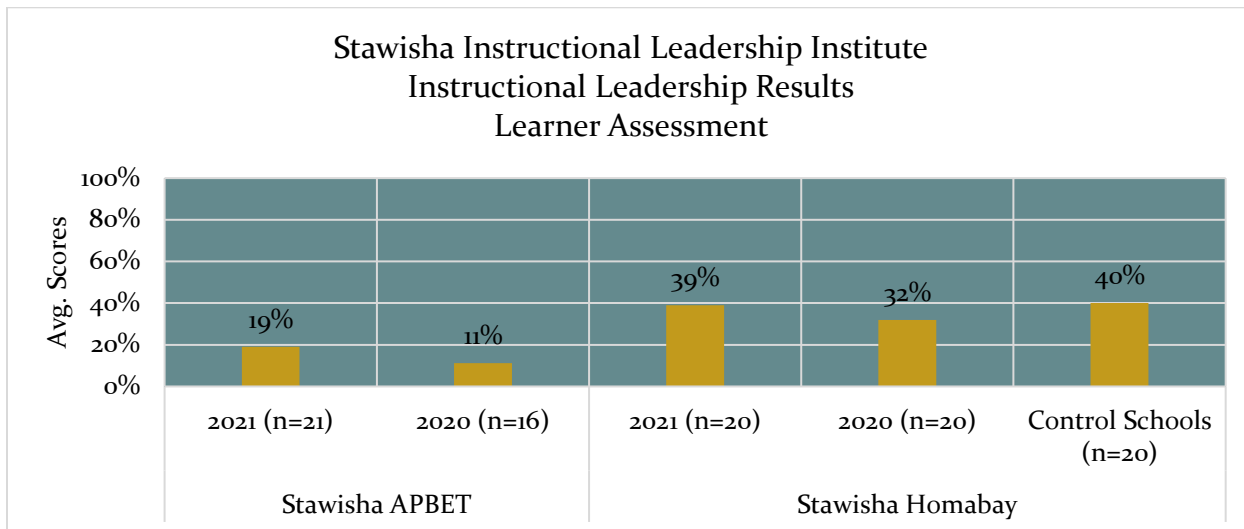


**c. Learner Assessment**

Under learner assessments, we assessed ways in which the School Leader models and supports the use of formative assessments to promote learning and content mastery by learners. Figure 17 below shows majority of the Stawisha APBET School Leaders were at beginning mastery whereas Homabay School Leaders were at approaching mastery.



Figure 17: Learner Assessment



**Domain 3: Classroom Culture**

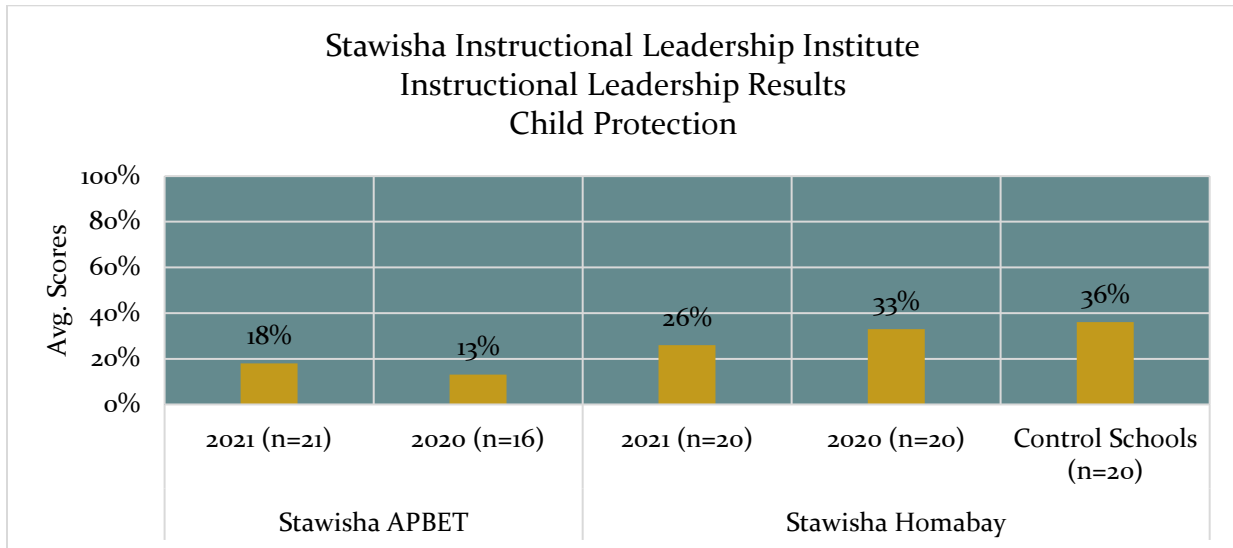
**a. Child protection**

To gauge the implementation of child protection guidelines, we checked for the presence of documented child protection guidelines and established the extent at which teachers, learners, and parents are involved in the implementation of the guidelines in ensuring the school is a safe and positive learning environment.

Stawisha APBET and Homabay School Leaders were at beginning and approaching mastery levels, respectively. (See Figure 18 below)

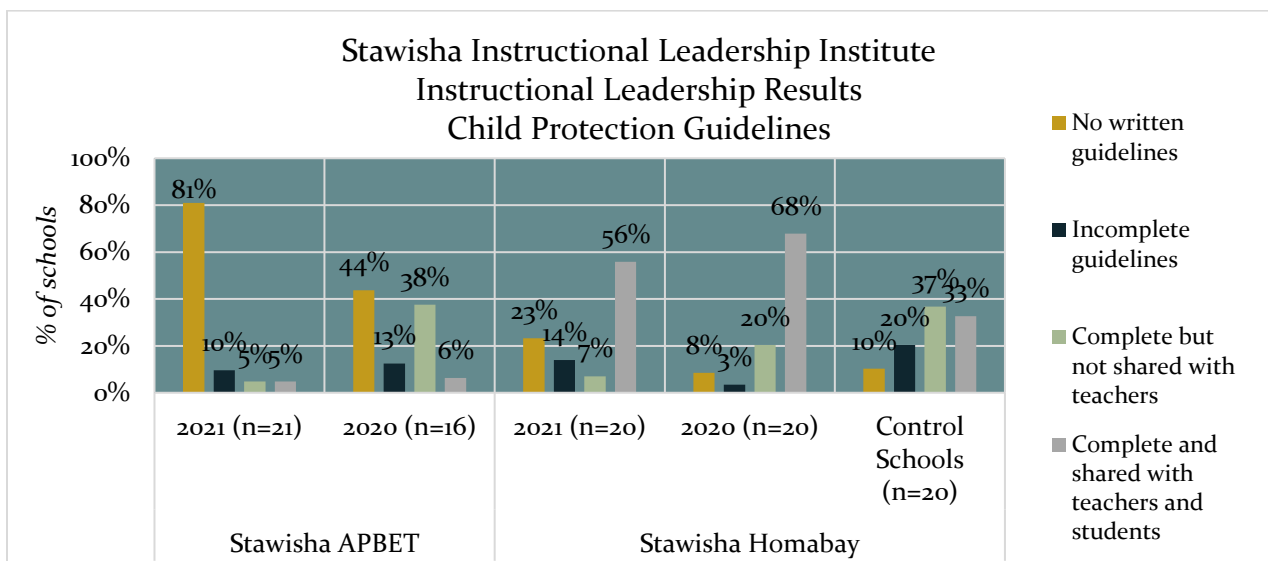
Notably, School Leaders from Stawisha Homabay control schools recorded slightly higher average scores on child protection practices.

Figure 18: Child Protection



Overall, over 50% of the Stawisha Homabay schools (2020 & 2021) had documented and shared child protection guidelines with teachers and learners. However, 81% and 44% of Stawisha APBET 2020 and 2021 schools had no written child protection guidelines, respectively. Stawisha APBET 2021 recorded the highest proportion of schools with no written child protection guidelines. (See Figure 19)

Figure 19: Child Protection Guidelines



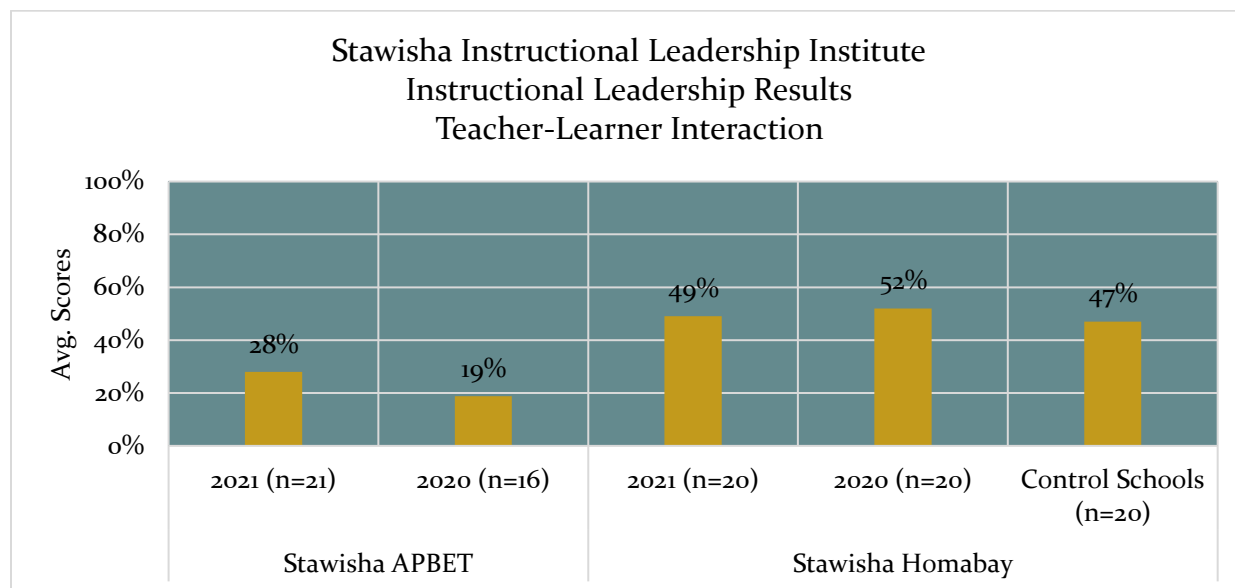
**b. Teacher-Learner Interaction.**



In this section, we established ways the School Leader builds trusting relationships with teachers and learners, in ensuring a positive school culture where everyone is physically and psychologically safe.

As illustrated in Figure 20 below, majority of the School Leaders were at approaching mastery except for Stawisha 2020 APBET and Homabay cohorts where school leaders were at *beginning mastery* and *mastery* levels, respectively.

Figure 20: Teacher-Learner Interaction

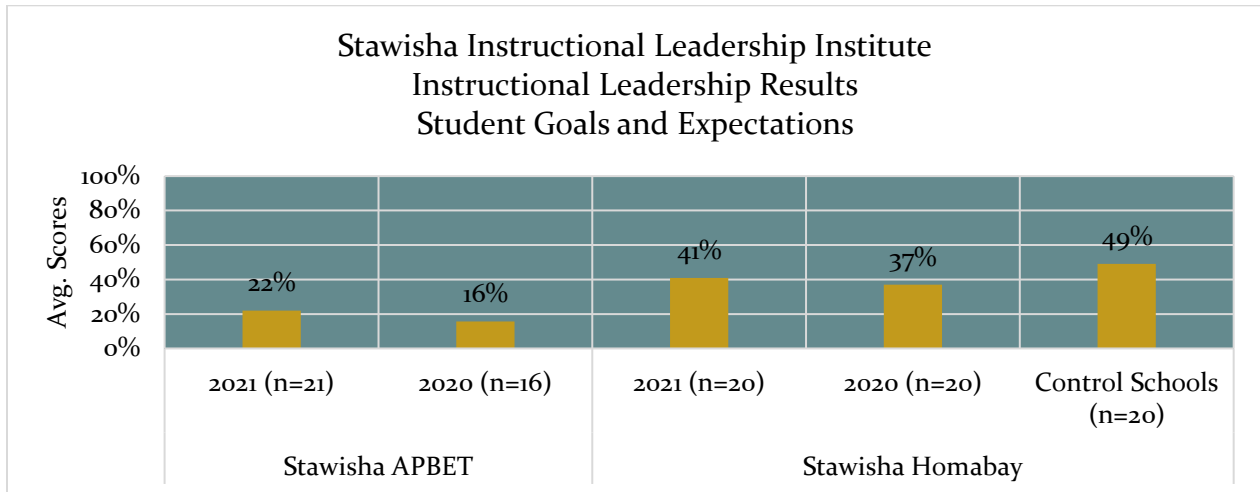


**c. Setting goals and expectations**

In this category, we assessed the capacity of the School Leaders in setting and communicating rigorous academic and behavioral goals. Figure 21 below shows Stawisha APBET School Leaders were at beginning mastery level, whereas, Stawisha Homabay School Leaders were at approaching mastery level with the control schools recording slightly higher average scores.



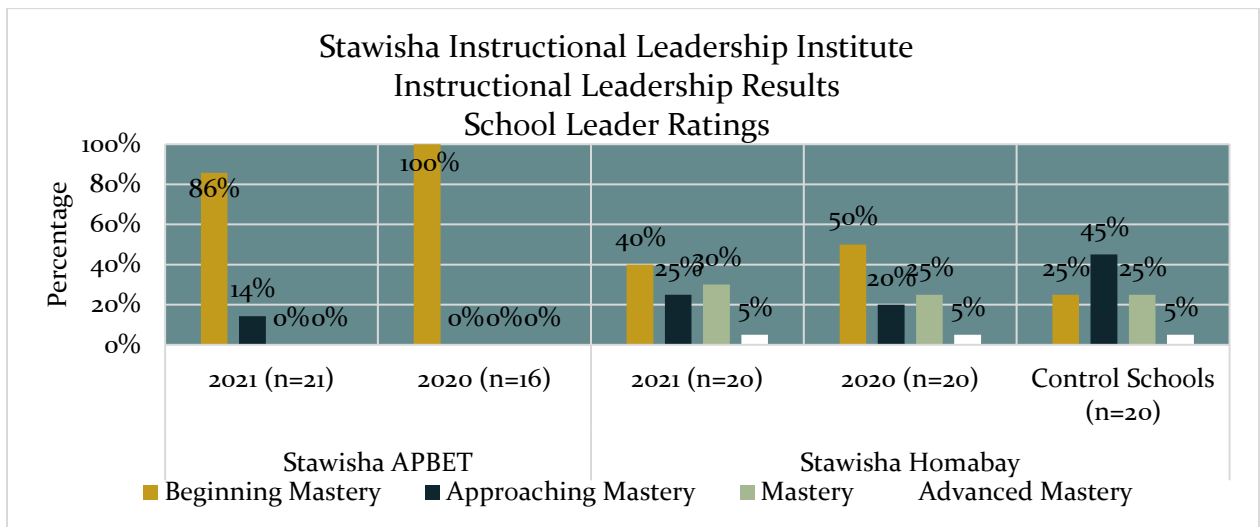
Figure 21: Student Goals and Expectations



### School Leader Ratings

Overall, over 80% of Stawisha APBET School Leaders were at beginning mastery. However, approximately 50% of the Stawisha Homabay School Leaders were at beginning mastery, with at least 20% at approaching and mastery levels. Figure 22

Figure 22: School Leader Ratings



## 5. Conclusion

From the baseline results, we can draw the following:



- APBET and Homabay teachers are at approaching and beginning mastery on positively managing behaviour and discipline plan implementation, respectively.
- On differentiation and provision of opportunities for learner autonomy, APBET and Homabay teachers are at approaching mastery. Also, APBET and Homabay 2020 teachers are at beginning mastery on providing different learning options whereas Homabay 2021 teachers are at approaching mastery. On developing student goals based on ability, Homabay teachers are at approaching mastery whereas APBET teachers are at beginning mastery.
- APBET and Homabay teachers are at approaching mastery on incorporating engaging learner techniques and beginning mastery on use of engaging materials that cater for different learners. Additionally, APBET and Homabay teachers are at beginning and approaching mastery on effective questioning techniques.
- Majority of the School Leaders are at beginning mastery for APBET cohorts and for Homabay cohorts, majority of the school leaders are distributed between beginning and approaching mastery levels.
- On child protection, 44% and 81% of the APBET schools do not have written child protection guidelines. However, at least 55% of the Homabay schools have written child protection policies, which have been shared with teachers and learners.
- APBET and Homabay School Leaders were at beginning and approaching mastery on goal setting, the development of teaching and learning materials, modelling instruction, lesson plans' review, and use of formative assessments in the school, respectively.

Overall, there is an understanding of the practices; with training, coaching, and practice, the school teams will attain mastery of the different practices.

## **6. Recommendations**

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Based on the baseline results, the Teachers and School Leaders demonstrate some level of understanding of all the practices. The school teams need further individualized support in the following areas;

- Child protection
- Lesson planning
- Behavior management
- Differentiation
- Material development
- Goal setting



- Questioning

These results should therefore inform the development of training content and coaching support to ensure training and coaching support from Dignitas targets these areas and address the gaps.