

USTADI SCHOOL LEADERSHIP INSTITUTE (USLI)

Ustadi Baseline/End-line Data Collection Tool

Introduction:

Dignitas in partnership with Global School Leaders (GSL) is implementing Ustadi School Leadership Institute (USLI) in 100 selected partner schools targeting 200 selected school leaders in Kathiani and Mwala Sub Counties in Machakos County beginning April 2021.

The Ustadi School Leadership Institute has been created to build the capacity of school heads and their deputies as instructional leaders. Ustadi will seek to develop necessary competencies through a series of workshops, in-school coaching and professional learning communities.

Your school leaders have been selected as fellows and your school will be a Dignitas' partner school for USLI. A baseline survey is being undertaken prior to the program to establish a starting point from which to measure uptake of the project among school leaders. The data will be used to inform Dignitas programs, document learning and measure the following broad impact areas:

1. Engagement of School Leaders in the program
2. Comprehension of content delivered in the program
3. Implementation of concepts learned in the program
4. Progress toward the instructional component of school improvement plan
5. Impact on student learning outcomes

QUESTIONNAIRE GUIDE:

By completing this questionnaire, you are giving your consent for your participation in this study. This survey should be completed by the head teacher of the selected school. If you do not have the information to answer questions, please consult other persons in this school.

The questionnaire has 6 sections. The questionnaire will take approximately 30-45 minutes to complete.

SECTION A: SCHOOL INFORMATION (FOR BASELINE ONLY)

1. Name of School	
2. Sub County	<input type="checkbox"/> Kathiani <input type="checkbox"/> Mwala <input type="checkbox"/> Yatta
3. Year the school was founded	
4. Number of female teachers	
5. Number of male teachers	
6. How many are trained as teachers?	
7. How many teachers are TSC registered?	
8. Grades/Classes served in the school	<input type="checkbox"/> PP1 <input type="checkbox"/> PP2 <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Class 5 <input type="checkbox"/> Class 6 <input type="checkbox"/> Class 7 <input type="checkbox"/> Class 8
9. Enrollment	
a. PP1	M/F
b. PP2	M/F
c. Grade 1	M/F
d. Grade 2	M/F
e. Grade 3	M/F
f. Grade 4	M/F
g. Class 5	M/F
h. Class 6	M/F
i. Class 7	M/F
j. Class 8	M/F

SECTION B: SCHOOL LEADER BACKGROUND INFORMATION (FOR BASELINE ONLY)

Information	School Leader 1 (Head Teacher)	School Leader 2 (Deputy Head Teacher)
10. School Leader Name:		
11. Designation:	<input type="checkbox"/> Head Teacher <input type="checkbox"/> Deputy Head Teacher	<input type="checkbox"/> Head Teacher <input type="checkbox"/> Deputy Head Teacher
12. Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female
13. Date of birth:		
14. Date you became a School Leader (Year):		

15. Date you became a school leader at current school (Year):		
16. Date you began teaching (Year):		
17. Highest level of completed formal education:	<input type="checkbox"/> Post Graduate <input type="checkbox"/> Bachelor of Education <input type="checkbox"/> Non-Education degree or diploma <input type="checkbox"/> P1 <input type="checkbox"/> Education-related Diploma <input type="checkbox"/> Certificate <input type="checkbox"/> KCSE	<input type="checkbox"/> Post Graduate <input type="checkbox"/> Bachelor of Education <input type="checkbox"/> Non-Education degree or diploma <input type="checkbox"/> P1 <input type="checkbox"/> Education-related Diploma <input type="checkbox"/> Certificate <input type="checkbox"/> KCSE
18. Have you undergone Diploma training through Kenya Education Management Institute (KEMI)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
19. If Yes, when did you complete the training	Less than 1 year ago 1-2 years ago 3-4 years ago Over 5 years ago	Less than 1 year ago 1-2 years ago 3-4 years ago Over 5 years ago
20. Do you have a laptop?	Yes No	Yes No
21. If yes, who provided the laptop?		

SECTION C: This section seeks to establish if the school has a vision, mission, motto, and culture plan

Baseline/End-line Questions	Response
22. Does your school have a written vision statement, mission and motto ? (Check whether it is written and visible)	<input type="checkbox"/> Written and visible (displayed around the school) Vision <input type="checkbox"/> Written and visible (displayed around the school) Mission <input type="checkbox"/> Written and visible (displayed around the school) Motto
23. If yes, how does your vision or mission guide your decision-making?	
24. Please provide an example of how the vision and mission affects decision making.	

<p>25. On a scale of 1-6, (where 1- strongly disagree, 2- Disagree, 3-Slightly Disagree, 4-Slightly Agree, 5-Agree and 6- strongly agree), please answer the following statements based on the extent to which you agree with them with respect to your school's vision.</p> <ul style="list-style-type: none"> a. My school's vision was created with input from stakeholders b. My School Leader constantly communicates the vision c. My School Leader constantly shares our progress towards the school vision 	
<p>26. Does the school have a Culture Plan (Request for the School culture plan) <i>e.g. processes, procedures that students, teachers and management apply to strive towards excellence/improved student learning. Classroom culture that sets high expectation. Expectations for teachers, school leadership, management and students/Value systems</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>27. What components does the culture plan include?</p>	
<p>28. How often do you create culture plans or update culture action plans?</p>	<input type="checkbox"/> Never conducted one <input type="checkbox"/> Termly <input type="checkbox"/> Semi-annually <input type="checkbox"/> Annually <input type="checkbox"/> More than a year
<p>29. How often do you conduct a school self-evaluation? (<i>Evaluation around any key areas such as teacher and student performance to identify strengths, weaknesses and tackle areas for development that improve student outcomes</i>).</p>	<input type="checkbox"/> Never conducted one <input type="checkbox"/> Termly <input type="checkbox"/> Semi-annually <input type="checkbox"/> Annually <input type="checkbox"/> More than a year
<p>30. Does the school have a Strategic Plan/School Improvement Plan (<i>ask to see evidence, check if the strategic plan/school improvement plan is up to date</i>)</p>	
<p>31. What components are contained in the Strategic Plan/School Improvement Plan?</p>	<input type="checkbox"/> Infrastructure <input type="checkbox"/> Yes, includes students learning goals <input type="checkbox"/> Finance/Assets improvement goals <input type="checkbox"/> Other (specify)

32. When was the strategic plan created?	Month/Year _____
33. What duration does it cover? (<i>start and end period, e.g., 2017 - 2020</i>)	Duration _____

SECTION D: This section is to determine the level of instructional leadership of head teachers that is aimed at improving student outcomes

34. As a school leader, have you received any professional development training? (<i>Professional development may include attending at least one week of workshops, seminars, coaching intended to improve knowledge and skills to on improving teaching practices and instruction</i>)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
35. If YES, which are the most recent skills that you acquired through professional development?	
36. If YES, how long ago did you receive the last professional development training?	<input type="checkbox"/> No PD received <input type="checkbox"/> Less than a year ago <input type="checkbox"/> 1-4 years ago <input type="checkbox"/> Over 4 years ago
37. As a school leader, have you received any professional development specifically through coaching? (<i>Coaching meaning: support that guides you on how to improve as a school leader. Not pointing out mistakes or checking for compliance</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No
38. If you answered YES to the question above, who (which organization) provided the coaching? (Please indicate the most recent)	

<p>39. What was the frequency?</p>	<p><input type="checkbox"/> Never conducted one</p> <p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Termly</p> <p><input type="checkbox"/> Semi-annually</p> <p><input type="checkbox"/> Annually</p>
<p>40. How long ago did you undertake your last coaching?</p>	<p><input type="checkbox"/> Less than 1 month</p> <p><input type="checkbox"/> 2-4 months</p> <p><input type="checkbox"/> 5-9 months</p> <p><input type="checkbox"/> More than a year</p>
<p>41. As a School Leader, do you provide any form of training support to your teachers?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>42. In which areas specifically?</p>	<p><input type="checkbox"/> CBC</p> <p><input type="checkbox"/> Classroom management</p> <p><input type="checkbox"/> Lesson Planning</p> <p><input type="checkbox"/> Material development</p> <p><input type="checkbox"/> Parental involvement</p> <p><input type="checkbox"/> Learner engagement</p> <p><input type="checkbox"/> Learner assessments</p> <p><input type="checkbox"/> Use of technology</p> <p><input type="checkbox"/> Other (specify)</p>
<p>43. How often do you provide this training support?</p>	<p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Termly</p> <p><input type="checkbox"/> Semi-annually</p> <p><input type="checkbox"/> Annually</p> <p><input type="checkbox"/> More than a year</p>
<p>44. In the last three months (between October 2020 & February 2021), how many times did you organize professional development/training opportunities for teachers? (This can include common planning, individual coaching, paired coaching or group-based professional development with the whole staff)</p>	<p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> 1-3 times</p> <p><input type="checkbox"/> 4-6 times</p> <p><input type="checkbox"/> 7-11 times</p> <p><input type="checkbox"/> 12 times or more</p>

<p>45. How often do you conduct school walk-throughs (management by walking around)?</p>	<p><input type="checkbox"/> Never conducted one <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Termly <input type="checkbox"/> Semi-annually <input type="checkbox"/> Annually <input type="checkbox"/> More than a year</p>
<p>46. Have you implemented any changes as a result of school walk throughs?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>47. How often do you conduct short lesson observations for teachers? (these are informal observations that are unscheduled, last at least 5 minutes, and may or may not involve written feedback)</p>	<p><input type="checkbox"/> Never conducted one <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Termly <input type="checkbox"/> Less than once a term</p>
<p>48. How often do you conduct long lesson observations for teachers? (these are formal observations that are scheduled, last for 15 to 20 minutes, and involve a one-on-one reflection and feedback giving session)</p>	<p><input type="checkbox"/> Never conducted one <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Termly <input type="checkbox"/> Less than once a term</p>
<p>49. How often do you conduct teacher meetings? (Data Collectors to check for evidence-minutes)</p>	<p><input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Termly <input type="checkbox"/> Annually <input type="checkbox"/> Randomly</p>
<p>50. What are some of the key issues that are discussed in the teacher meetings</p>	<p><input type="checkbox"/> Review of learner performance data <input type="checkbox"/> Teacher performance <input type="checkbox"/> Learner attendance <input type="checkbox"/> Other (specify)</p>
<p>51. What is the role that teachers play in these meetings?</p>	<p><input type="checkbox"/> Brainstorm/share ideas <input type="checkbox"/> Facilitate meeting <input type="checkbox"/> Take minutes <input type="checkbox"/> Set the agenda/meeting focus <input type="checkbox"/> Other (specify)</p>

52. How often do you collect, review, and act on the following information to inform instruction?					
Type of data	Never	Weekly	Monthly	Termly	Annually
a) Learner Performance (reviewing student books, assessments, behavior)					
b) Learner Attendance					
c) Teacher Attendance					

53. In what ways do you use the data that you collect?

a) Learner performance

- To provide learners remediation
- To group learners in a class
- To assign learners to a class/grade
- To share information with parents
- To incentivize teachers
- To compare your school to others in the zone
- For your evaluation of evaluation of teachers
- To set school-level targets
- To make curriculum changes
- Other (specify)

b) Learner Attendance

- To provide learners remediation
- To group learners in a class
- To assign learners to a class/grade
- To share information with parents
- To incentivize teachers
- To compare your school to others in the zone
- For your evaluation of evaluation of teachers
- To set school-level targets
- To make curriculum changes
- Other (specify)

c) Teacher Attendance

- To provide learners remediation
- To group learners in a class
- To assign learners to a class/grade

- To share information with parents
- To incentivize teachers
- To compare your school to others in the zone
- For your evaluation of evaluation of teachers
- To set school-level targets
- To make curriculum changes
- Other (specify)

54. Is this school's capacity to provide quality instruction hindered by any of the following?

- Minimal trained teachers (ECD, P1)
- Minimal professional development opportunities (coaching, training)
- Minimal student learning materials and text books (e.g., charts)
- Teacher absenteeism
- Learner absenteeism
- Teachers' low expectations of learners
- Other (Specify) _____

55. How often do you receive a visit from the Education officials (e.g., CSOs, Quality Assurance Officers)?

- Weekly
- Monthly
- Termly
- Annually
- Never

56. What was the focus of your latest interaction with the Officials?

- School Reopening
- Administrative tasks
- Student Learning
- School management (teacher hiring, firing, placement)
- Other (specify)

57. Over the past year, what is **one accomplishment** that you as School Leader are most proud of?

58. Please highlight one **most important challenge** that you anticipate facing as a school leader this year.

59. Which are the main challenges (if any) have you identified among your teachers as they implement CBC?

60. What are your recommendations for strengthening teachers' capacity to implement the CBC?

61.	Please indicate the frequency with which each of the following occurs:				
		Never	Sometimes	Most of the time	Always
a)	Teachers plan and deliver lessons with clear objectives for learning				
b)	Teachers use student assessment data to inform instruction				
c)	Teachers engage through effective questioning strategies				
d)	I ensure measures to remedy the weaknesses in teaching are discussed with the teacher				
e)	I establish a development or training plan for the teacher to address the weaknesses in their teaching.				

62. On a scale of 1-6, (where 1- strongly disagree, 2-Disagree, 3-Slightly Disagree, 4-Slightly Agree, 5-Agree and 6- strongly agree), please answer the following statements based on the extent to which you agree with them with respect to your relationship with the teachers

Statement	Rating
a. Teacher feel comfortable to approach me with any questions/concerns	
b. I make teachers feel confident of their ability to perform well in the classroom	
c. I provide teachers with enough leadership opportunities throughout the school year	
d. I ask teachers for ideas/suggestions for the school	
e. I ask teachers for feedback for me to improve as a School Leader	
f. I care for the students in the school	
g. I actively encourage teachers to collaborate with each other	
h. I believe that all students are capable of learning at high levels with effort	
i. I set high expectations for the teachers	
j. I believe that the teachers are also capable of undertaking leadership responsibilities	
k. I believe that my school can improve continuously	
l. I believe that we can achieve our school vision	

63. Please indicate your level of agreement with the following statements

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
a. I receive feedback from teachers which I am open to receive and value					
b. I provide staff with opportunities to participate in school decision-making					
c. I provide clear feedback to teachers post observing their lessons					
d. When providing feedback to teachers, I consistently speak about the strengths and areas of development					
e. I give teachers specific feedback which includes examples from their classrooms					
f. I provide clear feedback that includes next steps					
g. I make follow ups on feedback from the last conversations in the subsequent conversations					
h. I believe I have adequate knowledge to provide my teachers with feedback on classroom instruction					

SECTION E: PARENT – TEACHER ENGAGEMENT

This section seeks to understand how school leaders involve parents in their school - both in terms of communicating their children's academic progress and also in terms of involving parents in creating a culture of excellence in the school.

64.	How often does the school communicate with parents?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Termly <input type="checkbox"/> Less than once a term <input type="checkbox"/> Never
65.	What is the purpose of communication with parents?	<input type="checkbox"/> School Development <input type="checkbox"/> Special Events <input type="checkbox"/> Student performance <input type="checkbox"/> Other (Specify)- <hr/>
66.	How does the school communicate with parents (tick all that apply)	<input type="checkbox"/> Emails <input type="checkbox"/> Newsletters <input type="checkbox"/> Student Diary <input type="checkbox"/> Word of mouth <input type="checkbox"/> WhatsApp <input type="checkbox"/> Sending students with a written note <input type="checkbox"/> Sending students with verbal message <input type="checkbox"/> Phone calls <input type="checkbox"/> SMS <input type="checkbox"/> Meetings <input type="checkbox"/> No communication
67.	How are parents involved in defining/creating the vision and mission of the school?	
68.	How is the vision/mission of the school communicated to parents?	
69.	Do you think parents have a role to play in the education of their children?	<input type="checkbox"/> Yes <input type="checkbox"/> No
70.	If YES, what is the role?	
71.	How are parents in this school involved in school-based activities (tick all that apply)	<input type="checkbox"/> School Committees <input type="checkbox"/> Board of Management <input type="checkbox"/> Attending school events <input type="checkbox"/> Volunteer <input type="checkbox"/> Fundraising <input type="checkbox"/> Meetings <input type="checkbox"/> Class projects or assignments <input type="checkbox"/> Classroom based community activities <input type="checkbox"/> Other (specify)

72.	Overall, I am satisfied with parent teacher engagement in this school (<i>tick as appropriate</i>)	Strongly agree	Agree	Disagree	Strongly disagree	Unaware of engagement level

SECTION F: ICT integration in the school This section seeks to understand the available ICT infrastructure in schools

73.	Which of the following equipment are available in the school?	<input type="checkbox"/> Computers <input type="checkbox"/> Laptops <input type="checkbox"/> Projectors
74.	If yes, how many?	<input type="checkbox"/> Computers (specify) <input type="checkbox"/> Laptops (specify) <input type="checkbox"/> Projectors (specify)
75.	Who provided the selected equipment?	<input type="checkbox"/> Kenya Primary Education Development Project (PRIEDE) <input type="checkbox"/> Digital Learning Program (DLP) <input type="checkbox"/> Discovery Learning Alliance (DLS) <input type="checkbox"/> RTI, through Tusome Project <input type="checkbox"/> School Improvement Program (SIP) <input type="checkbox"/> NGO (Specify) <input type="checkbox"/> Other (specify)

Thank you for your participation in the study!