



Case Study: School-based In-service Teacher Professional Development

Increasing student practice time to deepen conceptual understanding in urban primary classrooms

Context:

Three SEF-appointed teacher coaches engage in co-planning, co-teaching, classroom observations and debrief conversations on a daily basis with 15 government school teachers and 2 SEF-appointed teaching interns across 2 schools to introduce high-impact pedagogical and content strategies and support teachers in building proficiency with these strategies over time. These schools are characterised by large classroom sizes (of upto 50 students) across multiple learning levels, which requires instructional support to be not just evidence-based but also feasible to implement.

Guide and Strategy Used:

Instructional Approach to Numeracy:
 Tier 1 Strategy: Using explicit models and explanations, followed by student practice
 Student Engagement:
 Tier 1 Strategy 1: Providing opportunities for practice of new content in pairs and small groups

Guide Sections Used:

Tiered Strategies for Promoting Student Engagement, Decision Tree, Lesson Plans

Format:

Daily lesson implementation, Co-planning, Classroom Observation, and Debrief Conversations

Audience:

5 Teachers
 1 SEF-appointed teaching intern

Design

Objectives of the coaching cycle:

1. Support teachers in achieving the objectives of student engagement and numeracy-focused lesson plans using parts of HITS guides' sample lessons.
2. Use Decision Tree questions to guide reflection and co-planning conversations around teacher practices and student participation.
3. Strengthen teacher understanding of effective modeling and explicit explanation in numeracy, and student engagement strategies in literacy.
4. Build teacher ownership and reflective thinking towards their own teaching actions and how to improve them.



SEF coaches identified which tier and strategy they wanted to strengthen with a teacher based on previous classroom observations and coaching spaces with teachers.



For literacy lesson plans, while the specific akshar (letter) changed daily, the lesson structure remained constant, rooted in the guide's recommended flow for engaging students meaningfully.



For numeracy lesson plans, key practices like think-alouds, breaking down the problem step-by-step, and providing structured independent practice were intentionally included and highlighted in the lesson plans to show direct usage.



Debrief conversations were planned using the decision tree questions to encourage teachers to think about the intentionality behind their instructional choices and reflect on whether students were engaged meaningfully.

Implementation

1



2



Teachers actively implemented adapted versions of guide-aligned lesson plans. Debrief conversations served as an anchor to deepen conversations, move from observation to reflection and identify specific areas of support for the teacher. (Fig.1&2)

User Experience



Teachers appreciated the reflective debrief space - 'The questions helped create a space of learning. If Mentor Teachers are able to ask teachers these questions in a safe space, they could prove to be a valuable tool.'



The guides also served as a strong coaching tool for SEF coaches - 'Decision tree has a lot of scope. It should not be used for just one month. If I look at 1 year for a teacher, I want to learn how to map out this progression so that teachers can move through all tiers and strategies.'

We look forward to seeing students have more time to practice new skills to deepen their understanding!



Additional resources:

[Link to adapted Student Engagement Guide](#)

[Link to adapted Instructional Approach to Numeracy Guide](#)