

Report on

Overview of Teach for Bangladesh Leadership Development team and the
Fellowship Program

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Subject: Submission of Internship Report for the purpose of MBA degree

Dear Sir,

With due respect and great pleasure, I am submitting my internship report on “**Overview of Teach for Bangladesh Leadership Development team and the Fellowship Program**” for your kind evaluation as part of my requirement for completing the MBA degree from BRAC University.

I have been working as a Fellow at Teach for Bangladesh since November 2013 and thus, for the majority period of my MBA program. My experience of working at Teach for Bangladesh has given me the opportunity to gain extensive knowledge about its unique model. The report includes an elaborate overview of Teach for Bangladesh as an organization. In particular, this report focuses on the Leadership Development team and the Fellowship program. I have also attempted to identify some areas of growth for the organization and offer some possible recommendations to address those issues. The report encompasses my job as a Fellow and my learning from this role.

I have tried to be extremely meticulous in preparing this report despite the various limitations faced. I sincerely hope that this report fulfills the objectives and requirements of the MBA program and that it finds your acceptance. I would also like to express my gratitude for your guidance, support and time and should you require any elaboration on any issue, I shall be glad to oblige.

Yours Sincerely,

Kazi Mitul Mahmud

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Acknowledgment

In order to produce this report, I have put in extensive effort and study. This report would never have been possible without the consistent support and assistance of the people whom I approached during the various stages of writing this report. Firstly, I would like to express my heartfelt gratitude to my academic supervisor, Mr. Mohammad Rezaur Razzak, Associate Professor, BRAC Business School, BRAC University; for his valuable advice, encouragement, direction, and assistance. Writing this report would have been impossible without his guidance. I am extremely grateful to Maimuna Ahmad, CEO of Teach For Bangladesh for her valuable time and expert insight into the various components of this report. I would also like to thank Ms. Katelyn, Leadership Development Director for being involved with me through my internship process and providing a lot of relevant documents that were vital in producing this report. She provided me with the data that was required for the completion of this report. I would extend my gratitude towards Mr. Richard Wood for being a wonderful Leadership Development Manager and my supervisor. He has helped me understand the organization better and gain more insight which was crucial in writing this report. Finally, I would like to thank each and every one in the organization who assisted and guided me in completion of this report.

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Executive Summary

Educational inequality is a persistent and invasive problem in Bangladesh which leads to growing social injustice. The achievement gap between children of lower and higher socioeconomic groups leads to other problems like gaps in their access to opportunities and aspirations in life. There are certain factors that perpetuate this disparity and one of those factors identified by the Teach For Bangladesh model is school factors. The Theory of Change model appropriately targets to reverse the impact of these factors and this report attempts to provide an overview how that is being done through the 2-year Fellowship program at Teach For Bangladesh.

Teach For Bangladesh is a recent non-profit initiative which aims to eradicate education inequity by providing dedicated leaders as teachers in low-income, high-need classrooms. The department at Teach For Bangladesh that is responsible for setting and implementing organizational vision is the Leadership Development Team. This report highlights the role and functions of that team and how the managers and director provide continuous support to the Fellows in order to help them become transformational teachers and will put their students on a different life trajectory.

Fellows work for 2 years in underprivileged and under resourced schools. My job as a Fellow for 1 year 8 months has given me valuable insight into the reality of classrooms in Bangladesh. In addition to my teaching responsibilities at Hazi Yusuf Ali Government Primary School in Mirpur, I am expected to submit planning documents to my manager within strict deadlines. As a Fellow, I have to follow precise codes of professionalism, attend professional development training sessions and also foster relationships with stakeholders at my placement school.

The report continues to assess the organization through a SWOT analysis. I have further identified a few areas of growth for both the Leadership Development team and the

organization as a whole. The suggested ways of overcoming those issues and challenges have been elaborated in the recommendations section.

1. Introduction

1.1 Origin of the Report

This report has prepared as a mandatory requirement of the internship program under the MBA program at the BRAC Business School, BRAC University. This report is based on the organization Teach For Bangladesh (TFB). The Fellowship program at TFB that this report is based on started from January 07, 2014 and continues till present – a period of one year and 8 months. The study is on — roles of the Leadership Development team and Fellows, supervised by Mr. Richard Wood, Leadership Development Manager at Teach For Bangladesh and this paper has been prepared for Mr. Mohammad Rezaur Razzak, Associate Professor at BRAC Business School, BRAC University as a part of the fulfillment of credits for the MBA program.

1.2 Objective

1.2.1 Broad Objective

The objective of this study is to better understand the role of the leadership development department at Teach for Bangladesh and the responsibilities of Fellows on the educational realities of Bangladesh and assess the impact TFB has on eradicating educational inequity in Bangladesh primary schools.

1.2.2 Specific Objectives

- Study the roles leadership development director and leadership development manager
- Reflect on the responsibilities as a Fellow and assess own effectiveness in classrooms in ensuring excellent education
- Examine the areas of growth for the Leadership Development team and the organization
- Propose possible recommendations for the organization to help increase effectiveness and impact
- Evaluate the success of the model till date and comment on the future prospects

1.3 Scope

This research is limited to my role as a Fellow at Hazi Yusuf Ali Primary School and the functions of the Leadership Development department at Teach For Bangladesh.

1.4 Research Methodology

For the primary study both qualitative and quantitative approaches were employed in achieving its purpose.

A qualitative research technique was used to gain insights into the prevailing roles and functions of the people in the leadership development department and the Fellows. It provided insights into the setting of a problem, generating ideas and/or hypotheses for later quantitative research.

Information for the qualitative research was obtained from:

- Strategic plan of TFB
- Secondary research papers
- Job Descriptions:
 - Ms. Katelyn (Director, Leadership Development, TFB)
 - Mr. Richard Wood (Manager, Leadership Development, TFB)
 - Kazi Mitul Mahmud (Fellow, TFB)

A quantitative research quantifies data and generalizes results from a sample to the population of interest. It measures the frequency of various views and opinions in that chosen sample. For my quantitative research, I used

- Diagnostic data from the beginning of the Fellowship
- Data from the classroom

1.5. Limitations

- Teach For Bangladesh is in the starting phase of its operations and hence has very little data is available on its impact in classrooms through placing Fellows. This made drawing

conclusions problematic as past data were not available to support/oppose the conclusions drawn.

- Data is taken only from the classrooms of one Fellow only and thus the analysis could be biased and may not reflect the scenario across all placement schools
- Only academic data from the classroom may be inadequate in reflecting the full transformation in a student due to Fellow intervention
- The roles and functions of the Leadership Development department have not been formally structured and a lot of the information provided are gained through conversation and personal experience

2. Organization Overview

2.1 Teach For Bangladesh

Teach For Bangladesh is a non-profit organization which has recently been registered as an NGO in Bangladesh. It is an initiative that strives to eradicate educational inequality in Bangladesh through the leadership efforts of talented young graduates placed in high-need, low-income schools. The program is the 27th member of the global network Teach For All and follows the model developed by Teach First, U.K. and Teach For America. Teach For All functions under the core belief that despite cultural and contextual differences, educational disparity looks similar all across the world.

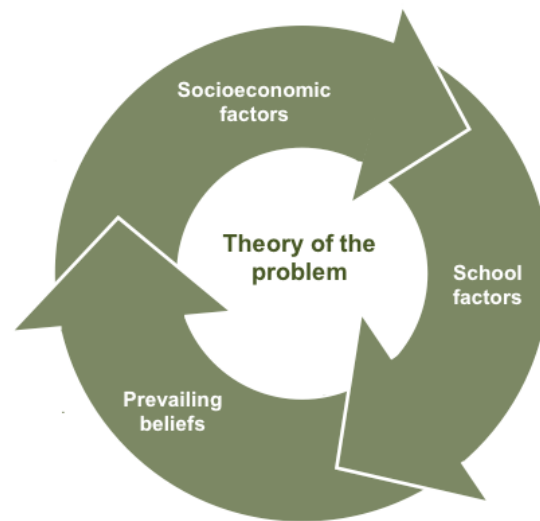
Teach For Bangladesh has adopted a two-dimensional – it addresses educational inequality at the grass-root level by preparing and placing driven young individuals with high leadership potential in classrooms of schools in underprivileged communities; and in the process, establish a continuous movement that is kept alive through the efforts of life-long leaders who act as agents of change for the nation.

Operations of Teach For Bangladesh had been in planning since the beginning of February 2012 but officially started in October 2012. The functional Recruitment Phase (as explained below) began in December 2012 and by mid July 2013, accepted Fellows for the inaugurating cohort were announced. Accepted Fellows began their work in the classrooms in January 2014 after an intense 6-week training known as Winter Academy which took place at BRAC CDM, Rajendrapur.

2.2 Theory of Problem

The primary framework that the 27 members across the globe execute identifies three factors that enable the continuation of systemic inequity – socioeconomic factors, school factors and prevailing mindsets. The model is based on endeavors that reverse the impact of these factors

and eventually eliminate the disparity that exists in the education systems of Bangladesh among the low and high income citizens.



One of the three factors according to this theory of problem model is the school factors. This report will try to assess the extent to which Teach For Bangladesh has been able to reverse the negative aspects of the school level factors through placement of Fellows in schools who are supervised and trained by the Leadership Development department.

Similar to many other countries, education inequity in Bangladesh is one of the sediments of a society in which wealth, resources, and agency are manipulated by a handful number of members of the nation. Continuation of this imbalance, however, is an indication of a prevalent culture of low expectations from low-income students. Their abilities and their potential in academic, professional and personal lives are also appallingly undermined. These low expectations often implicit, but are apparent not only inside the classrooms, but also in the allocation of public funds and in the narrative around education for the poor. Bangladesh suffers from the lack of opportunity for the economically challenged to attain excellent education; this perpetuates the vicious cycle of poverty.

6.6 million children of school-going age in Bangladesh have never been enrolled in school and among those that have, the drop-out rates are alarmingly high. Among those that remain in school, receive contact hours with teachers that do not even meet half of the international standard of 900 to 1000 hours of instruction time in a year. These fragments of information all

add to the urgency and severity of the educational disparity problem in Bangladesh. Upon closer analysis it was found that the education inequality is driven and sustained by a cycle of 3 factors: school-level factors; socio-economic realities; and prevailing mindsets and beliefs. The education gap in context does not only mean gap in academic achievement among low and high income groups; rather there are additional pervasive gaps in aspirations, affect and access to opportunities among the two groups. Unless the widening of education gap is urgently stopped and reversed, Bangladesh will continue dangerously towards an increasingly flawed and discriminatory future.

School level factors	Socio-Economic realities	Prevailing mindsets and beliefs
<ul style="list-style-type: none"> - Number and quality of schools and teachers - Low allocation of government funds - Low salaries of school teachers - Double shifts in schools due to shortage of space - Poor teacher training, support, evaluation and feedback 	<ul style="list-style-type: none"> - Affordability - Opportunity costs of sending children to school 	<ul style="list-style-type: none"> - Low expectations from low-income students - Relevance of education for the mass population - Teaching not customized as a middle-class profession - No international mediums available - Not an urgent issue - Normalized class division structure

2.3 The Model and Theory of Change

Teach For Bangladesh model is developed from a process that employs committed, future leaders into a 2-year Fellowship program and connects them to students from lower socioeconomic background with the long-term goal of eliminating the prevailing extreme inequality in education. The model does not seek to superficially maintain balance in the education system, rather the model that challenges the many existing mindsets and factors that

have become so prevalent, they are now norms. The TFB model, Theory of Change, is designed to try to reverse the factors that perpetuate educational inequity as identified in the Theory of Problem. The strategies of this model consist of 6 components:

- **Recruitment and Selection:** Draw university graduates and young professionals with exceptional leadership potential from diverse backgrounds to apply for the fellowship.
- **Leadership Development:** Train and support Fellows through an intensive, six-week pre-service training program and ongoing in-service professional development.
- **Placement:** Assign Fellows in full-time paid teaching positions for two years in under-resourced primary schools, mostly public and some NGO schools.
- **Partnership Development:** Build cooperative relationships with leading local and global businesses and institutions to support the activities of TFB, Fellows and alumni.
- **Alumni Support:** Cultivate the network among alumni and create clear and compelling paths to leadership for life-long impact in solving the problem of inequality.
- **Measurable Impact:** Use data and reflection to continuously evaluate outcomes and improve decision effectiveness inside and outside of the classroom.

The TFB model addresses two of the crucial root causes of increasing inequity in Bangladesh:

- the marginalization of those who suffer due to the current status quo and
- the disconnection of those who have the power to change it.

TFB enlists the latter as Fellows and connects them to the former as students, in the shared space of a classroom, with a shared goal for achievement that is ambitious and urgent. Fellows and students invest one another in a common target and enable one another in achieving it through their personal and two-way relationship built through the experience during the Fellowship.

Teach For Bangladesh seeks to connect a diverse group of supporters who will help build the profile and craft pathways that the organization would need in order to create and sustain a powerful channel of leaders. TFB intends to nurture relationships with individuals who have

earned positions of respect and influence in their respective fields, who share the organizational vision for an inclusive and equitable Bangladesh and understand the need for informed and innovative leadership. TFB pursues to enlist their investment and support as board members, funders, supporters, mentors and advocates.

TFB creates a powerful coalition between stakeholders from both the ‘top’ and ‘bottom’ of the society. This partnership is what mobilizes authentic and sustainable change towards an equitable nation. In the long-run, TFB alumni and graduates – highly-qualified, highly-motivated and highly-effective leaders with a diverse range of personal and professional experiences – will make up the movement that not only advocates for but also builds this future, starting with the education system.

2.4 Vision



Figure 1: Domino Effect of Transformational Leadership

Teach For Bangladesh creates the opportunity for Fellows to immerse themselves in the demanding and sometimes unfamiliar work of a schoolteacher in a low-income school for two years. There is constant support during the process of transformation during the tenure of the Fellowship which extends to create paths for alumni to cause change beyond the two years. The Figure 1 above shows the envisioned impact of Teach For Bangladesh on the Fellows and alumni, their students, the schools, the communities we work in, and finally, the country as a whole.

2.5 Core Values

Every member of the TFB team must internalize and abide by certain values in order to have more profound impact on the problem at hand.

Integrity	Speak and act honestly at all times Seek to constantly align actions to beliefs and values
Ownership	Sense of purpose and determination Take responsibility for own actions
Sense of Possibility	Believe in excellence Hold high expectations for: <ul style="list-style-type: none">- ourselves- our students
Respect and Empathy	Embrace differences Seek to understand before you seek to be understood Put yourself in places of others View everyone as equals
Continuous Learning	Constantly reflect on own performance and progress Respond positively to feedback or criticism View criticism or failure as opportunities to grow Align actions with goals

3. Leadership Development Department

Leadership Development team is responsible for developing and executing Teach For Bangladesh's vision for training and supporting Fellows as transformational teachers in the classroom and transformational leaders beyond. The department consists of a small team of highly qualified and dedicated individuals who train Fellows for 6 weeks before they start teaching in classrooms. This team also hosts monthly professional development sessions for Fellows where they provide training on pedagogy, organizational development, overcoming workplace challenges, fostering relationships with stakeholders and any other areas that need immediate attention.

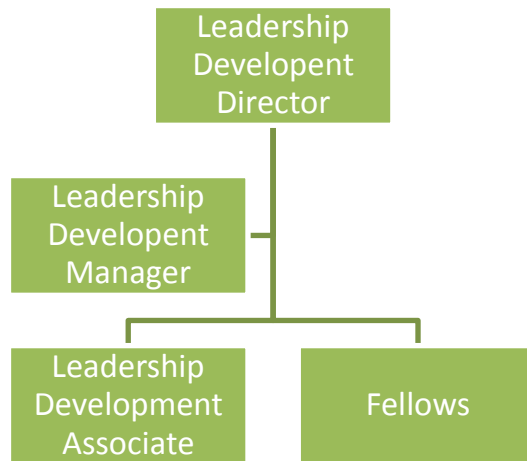


Figure 2: Structure of the Leadership Development Department

3.1 Leadership Development Director

She leads and manages the team of 3 Leadership Development Managers (LDMs) who work closely with the current 35 Fellows throughout their two-year commitment, helping them to dramatically impact student achievement levels in the classroom, and cultivating them to become future leaders across various professional sectors as alumni of the Fellowship. She is also responsible for designing and implementing rigorous measurement of impact of the program on student achievement and on the leadership development of Fellows.

The role of the Director also encompasses the following:

- Providing pre-service and on-going support and training to Leadership Development Managers (LDMs), including designing training calendar and materials, facilitating sessions, and bringing in external resources as necessary.
- Working with CEO and senior team to set vision for Fellow outcomes, and assist LDMs in providing appropriate and effective training to Fellows.
- Working with CEO and senior team to set vision for student excellence, and oversee development of diagnostic and end-of-year assessments.
- Overseeing planning and execution of 6-week pre-service Training Academy for Fellows.
 - Recruit, train, and manage high-performing Academy team including LDMs (content and operations).
 - Develop training content and manuals.
 - Develop and oversee budget for Academy.
- Planning and ensuring effective ongoing training and support for Fellows.
 - Determine priorities and measures of success for Fellows and students.
 - Recruit, train, and manage LDM team.
 - Oversee training calendar for Fellows and communication to Fellows.
 - Work with the Director of Placement and Community Engagement to create strong, sustainable partnerships with schools, and resolve issues that arise between Fellows and school management.
 - Build and maintain relationships with potential university partners in order to enhance Fellow professional development program.
 - Create and implement systems to effectively measure student impact, and evaluate effectiveness of training and support for Fellows.
 - Provide information and briefings as necessary to whole team and external parties.
- Developing an ambitious and feasible vision for alumni impact and plan for implementation

- Identify critical sectors and roles through which alumni can make systemic impact on educational inequity.
 - Liaise with diverse stakeholders across multiple sectors (including academic, development, policy, and corporate) in order to build leadership pathways for alumni.
 - Seek out and create opportunities for professional exposure, development and mentorship during the Fellowship to prepare Fellows for success as alumni.
- Cultivating and maintaining strong and positive staff and Fellow culture.

3.2 Leadership Development Manager

Leadership Development Managers have one of the most significant roles in the organization because they are directly in charge of training and supporting Fellows. They serve as coaches for a group of 12-16 Fellows, and regularly monitor both pedagogical performance and leadership growth through observation-debrief cycles, weekly check-ins, and reflection. As the first point-of-contact between Fellows and the organization, they are responsible for cultivating a strong and productive relationship, and providing personalized support both in technical skills and building leadership mindsets.

My LDM is Mr. Richard Wood and throughout his term as my supervisor, his responsibilities were to:

- Plan, write and facilitate sessions in various content areas at Teach For Bangladesh’s 6-week training Academy in November–December to support Fellows and student achievement.
- Visit Fellows regularly in their classrooms to observe lessons, talk to students, and give feedback to help Fellows set, plan, and achieve ambitious student achievement goals.
- Support Fellows in setting long-term goals and benchmarks for their own development as well as that of their students, and check progress.
- Organize relationship-building activities with Fellows (ex. informal dinners, excursions, group culture-building activities).

- Work with Leadership Development Director to plan monthly trainings for Fellows, incorporating observations from the classroom to provide targeted workshops and seminars to meet the needs of Fellows.
- Connect Fellows with resources and develop solutions to their instructional challenges by conducting workshops and developing materials for monthly trainings and optional evening support workshops.
- Assess needs of Fellows and differentiate approach accordingly.
- Build relationships with school administration at placement schools, and serve as the point of contact between schools and TFB.

4. Fellowship – The Job

4.1 Nature of the Job

I have been selected into the Teach For Bangladesh Fellowship program through a rigorous and highly competitive application process. The job has been extremely challenging in many ways due to its unique nature and responsibilities. The Fellowship is a two-year commitment that I have 4 more months until completion at the time of writing this report. This is a full-time job that involves providing transformational teaching in a low-income school. However, the Fellowship is also a crucial leadership building platform that provides various opportunities to learn and grow to be a transformational leader of Bangladesh.

I have been teaching at Hazi Yusuf Ali Government Primary School in Mirpur since January 2014 as part of my Fellowship program with Teach For Bangladesh. I have been assigned to teach Math, English and Science to Second and Third Grades. The job entails more than just teaching in the classroom, it encompasses all areas of education. My responsibilities are both towards the school I teach in and my Teach For Bangladesh supervisor.

4.2 Responsibilities and Specific Areas of Involvement

Throughout my term, the major tasks I have been assigned to are described below:

1. *Preparing daily lesson plans*

The Teach For Bangladesh framework of excellent teaching is largely centered towards having a proper lesson plan for every lesson I teach. It is mandatory that all Fellows have a detailed lesson plan prepared according to the 5-step structure developed by TFB by incorporating aspects of teaching best practices. The lesson plan ensures excellent education and is a major responsibility for any teacher, especially a TFB Fellow.

Please find an example of a daily lesson plan below:

Subject: English	Grade: 03	School: Hazi Yousuf Ali GPS
Date: 20.3.14	Time: 35 min	LDM: Richard Wood

Blooms-Level: Knowledge	<ul style="list-style-type: none"> • Pre-requisite Knowledge:
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Objective	Key Points								
SWBAT: Form and give English written commands. (Unit-3, lesson 1, pg. 13)	<p>WHAT (knowledge)</p> <ul style="list-style-type: none"> • Command is an order to do something. • Instruction is the detailed information telling how something should be done <p>HOW</p> <ul style="list-style-type: none"> • Listen to the command • Identify the action that they are required to do • Say the command themselves • Respond and act to the command • Read the command in the book <p>WHY</p> <ul style="list-style-type: none"> • It's an important skill for the classroom as well as outside the classroom. It is vital in life to follow instructions properly especially in the workplace and this lesson will allow students to identify command and instruction words to make it easier. 								
Vision Setting: Assessment & Student Exemplar									
<p>I will say commands in bangla: এক টুকরো চক নাও। বোর্ড এ আস। তোমার নাম লিখ।</p> <p>Write the command in English.</p>									
Character Strengths (Morals)									
<p>Which of the following traits are you focusing on for this lesson? Check all that apply:</p> <table border="0" style="width: 100%;"> <tr> <td>Zest</td> <td>Grit</td> <td>Optimism</td> <td>Leadership</td> </tr> <tr> <td>Collaboration</td> <td>Love of Learning</td> <td>Ownership</td> <td>Respect and Empathy</td> </tr> </table>		Zest	Grit	Optimism	Leadership	Collaboration	Love of Learning	Ownership	Respect and Empathy
Zest	Grit	Optimism	Leadership						
Collaboration	Love of Learning	Ownership	Respect and Empathy						
1. Opening - TIME: 30 sec									
<p>Today we will learn some Fun things. We will learn how to respond to commands given by the teacher in English. Command is to order to do something. An instruction is when someone tells in details what they want you to do and how. These are the same things we did yesterday, only today we will learn how to write these commands.</p> <p>Do Now:</p> <p>Write the meaning of the following words: stand, come, clean, draw, take, write</p>									
2. Introduction to New Material (Activity 1) - TIME: 8 mins									

<p>Teacher Actions:</p> <p>We have learnt the meaning of so many new words yesterday! Let's open to page 13 of your English book. I will read the commands/instructions from the book and tell them what they mean. We can see that every command is starting with one of our action words from the list.</p> <p>Today as I read out each command, I want you write it down quickly in your copies as I count to 10.</p> <ul style="list-style-type: none"> • Galib, stand up. • Come to the board/ go to the board • Take a piece of chalk. • Write your name • Draw a circle/ our national flag. • Take the duster. • Clean the board • Ok. Go back to your seat... <p>CFU: only after everyone in the group has finished writing, they will raise their copies for me to see. Put it down after I show them a thumbs up.</p>	<p>Student action:</p> <p>Students will silently take out their notebooks and start writing after my cue.</p> <p>Students will repeat the commands after me.</p> <p>Raise their copies for me to see if they have written the commands.</p>
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3. Guided Practice (Activities 2) - TIME: 8 mins

<ul style="list-style-type: none"> • Teacher will make a command and students will respond to the command one group at a time. • Split them into pairs or groups of three. • Give out set of flashcards where the commands are written in bangla and in English • Each pair (or small group) will match the bangla commands with the English commands • Show me a thumbs up after they are done with their set. 	<p>Each group will follow the commands as I give it to them.</p> <p>Pairs or groups will work in 6" voices. They will split up the bangla and English flashcards equally so they both get a turn finding the match.</p> <p>Show me thumbs up after they have organized the sets.</p>
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1. Independent Practice (Activity 3) -TIME: 8 mins

<p>I will give out commands in Bangla and everyone will write the command in English in their copies.</p>	<p>Students will be silently sitting in scholar position until called upon.</p> <p>They will write only after I give them the cue.</p>
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5. Closing -TIME: 1 min

Alright students, we have learned a lot of English words today which will help us in following and giving commands. The action words are very important in telling us exactly what we need to do. So whenever, we give or receive instructions, we should focus on identifying those words and know what we expect or are expected to do.

Teacher's Reflection: Strengths of my lesson
Teacher's Reflection: Aspects that can be improved:

Touch your nose.



Clap your hands.



Stand up. Come here.



Draw a flower and colour it.



Figure 3: Lesson Plan

2. Creating Long term plans and Unit plans

These are documents that detail out the TFB standards I plan on teaching throughout the year. I am required to submit a Long term plan in the beginning of the year showing the content that I would be teaching broken down into individual 5-6 week long units. The Unit plans are details of lessons I would be teaching on individual days. These are created from the long term plans and I have to take an exam or assessment at the end of every unit. All these documents must be submitted to my LDM within a stipulated and very strict deadline.

Here is a snapshot of what part of a long term plan looks like:

2015 Long-Term Plan – [English, GRADE - 02]

Name: Tawhid & Mitul	School: HYA Gov. Primary school
School Year: 2015	Grade: 02
<p>Vision: Our Students will hone their skills in speaking, listening, reading and writing English. They will become excellent communicators and critical thinkers and will be able to express their views in any professional platform.</p>	
<p>Goals: 80% Students will attain 80% mastery in their TFB and School EOY Exams.</p>	

Unit 1:	Unit Length (Dates):
Notes	
Learning Goals to be Assessed (Must Know)	<ol style="list-style-type: none"> 1. Recognize and name all upper- and lowercase letters of the alphabet 2. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant 3. Demonstrate basic knowledge of letter-sound correspondences by producing the short-vowel sound for a, e, i, o, and u 4. Recognize and produce rhyming words.

	<ol style="list-style-type: none"> 5. Write all upper- and lowercase letters of the alphabet in print and cursive 6. Identify and name everyday objects 7. Know and conjugate common English action verbs (e.g. stand, touch, clap, look, draw, show, go, open, etc.) 8. Use a combination of drawing, Bangla vocabulary, and English writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 9. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. 40 Pre-Primer Dolce Sight Words 2. Numbers 1-100; Translate fluidly from the numerical to the written form of the number and between Bangla and Arabic numerals 3. Colors of the rainbow (in order) 4. Daily routine verbs/actions
<p>Remedial Learning Goals (Must Know)</p>	
<p>Enrichment Learning Goals (Good to Know)</p>	

Figure 4: Long term Plan

Unit plans have individual objectives that I teach every day. Unit plans keep me focused on my year-end goal and target. Here is what part of a Unit Plan I created looks like:

Figure 5: Unit Plan

Unit Vision

What is your vision for what your students will learn and what skills they will acquire by the end of the unit? These may be brief.

Subject	Goal
<p>Reading</p> <ul style="list-style-type: none"> • What kinds of books will they be reading? • What will they know or believe based the books you have read aloud? 	<p>They will be reading Level AA, A and B Reading A to Z books. They will learn about animals, their lives, daily objects and activities. They will read texts alongside illustrations to gain more understanding and increase comprehension.</p>
<p>Writing/Grammar</p> <ul style="list-style-type: none"> • What kinds of things will your kids be writing about? • What types of writing will they be engaging in? 	<p>Students will engage in writing informative and opinion pieces about social issues and how to solve them. They will write narrative pieces about their lives and nature.</p>
<p>Speaking /Listening/Vocabulary</p> <ul style="list-style-type: none"> • What will your students be speaking about? • What will they be able to do with their speaking abilities? 	<p>They will be able to make requests and ask each other politely to do something. They will also be able to respond to commands. Students will recite classroom chants in cohesion. They will increase vocabulary through daily sight word activity and reading RAZ books.</p>
<p>Math</p> <ul style="list-style-type: none"> • What kinds of things will your kids be able to do with the math that you're teaching them? 	<p>Students will be able to measure lengths and masses of objects using units of measurement. Students will use math operations (addition and subtraction) to find combined measurements of same unit.</p> <p>Students will learn to tell time in ours and half hours from both analog and digital clocks.</p> <p>Students will be able to differentiate properties of shapes and understand that non-distinguishing properties have no impact on the shape of an object.</p>

Reading Comprehension Overview

Read Aloud, Shared Reading, and Guided Reading Objectives

In the table below, identify and sequence the TFB curriculum standards to be included in this unit, and determine the number of instructional days to allocate to each standard. Choose a reading strategy, then identify the daily objectives that will lead to mastery of the standard. (there may be one or more.) Choose a text, identify requisite vocabulary and sight words, and align the standard to the NCTB curriculum.

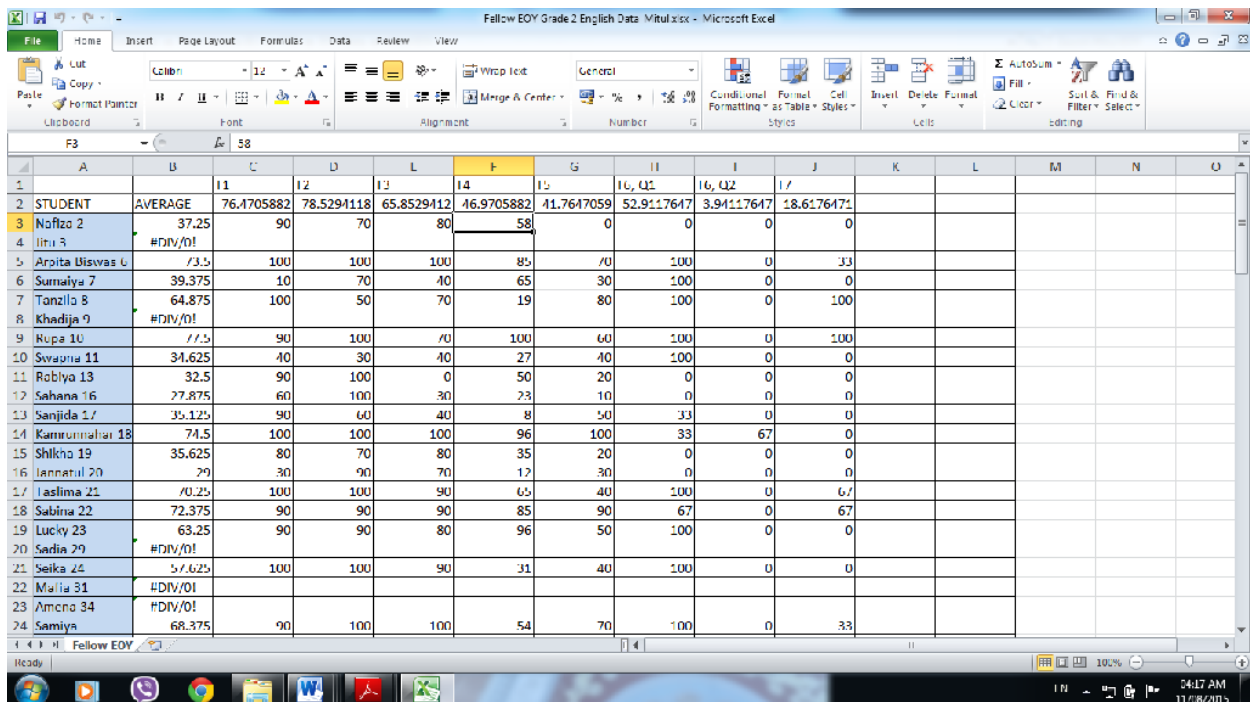
TFB Standard	Days	Reading Strategy	Daily Objectives	Text	Vocabulary	Sight Words
<i>e.g., K.7.2. Answer simple literal/ factual questions related to story heard (what, when, where).</i>	3	Recognize literary elements	SWBAT identify setting, character, problem.	<i>Chrysanthemum</i> , by Kevin Hancke Or Level D "Carlos Goes to School"	Setting, character, problem, Chrysanthemum, frustrated	Corresponding sight words for the week or review from previous weeks
Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does)	12	Shared reading and Guided Reading	<ol style="list-style-type: none"> SWBAT identify familiar words from their vocab and read them SBWAT understand the meaning of the sight words in a sentence 	Level AA <i>Funny Cat</i>	Glasses, shirt, bow, tie, boots, pants	The, funny, down, it
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	12	Read aloud and Shared Reading Recognize Literary elements	<ol style="list-style-type: none"> SWBAT hear a story read to them and explain the message in their own words SWBAT read books with peer help and identify the setting and characters SWBAT name the author of a book from the title page 	Level AA <i>Go go go, Big, Plant, Little</i> Level B <i>Where, You Can Go, Three Baby Birds, Pond Life</i>	Elephant, bugs, pond, snails, grow, away, backward, forward, through, over, honey, house, pot, where, bear	Is, are, am, find, down, for, the, my, are
Describe how characters in a story respond to major events and challenges	3	Guided Reading and Shared Reading Read aloud for <i>feeling words</i>	<ol style="list-style-type: none"> SWBAT read describing words and understand meaning in context SWBAT read and narrate what a character does in a situation/picture SWBAT either read or infer from pictures how a character feels 	Level AA <i>We build</i> Level B <i>It is School Time</i> <i>Bambi</i>	Hang, glue, saw, sand, paint, drill, hammer Time, reading, science, math, lunch, breakfast, bus Happy, Sad, Fun	We, it, is for

3. Community Visits

As part of my commitment to excellent education for my students, I also regularly visit their homes. These visits help me get a better insight into the lives of my students and also help me understand the community they live in and the impact their environment has on their learning. I meet with their parents to get them more invested in their child's education. Sometimes I have even gone to individual student's houses to deliver homework worksheets during strike days. Community visits are a unique aspect of my job that goes beyond just teaching in a classroom.

4. Data tracking and analysis

An integral component of the Fellowship is to regularly track student achievement data and analyze that data for decision making. I took a diagnostic assessment in the beginning of January 2014 to initially assess the level of my students. Since then, I have been collecting weekly data that I am also responsible for to my LDM who is my supervisor. This particular responsibility has enabled me to look at apparently meaningless streams of numbers and find trends among them. *Figure 6: Snapshot of Year End Data*



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1			11	12	13	14	15	16, Q1	16, Q2	17					
2	STUDENT	AVERAGE	76.4705882	78.5294118	65.8529412	46.9705882	41.7647059	52.9117647	3.94117647	18.6176471					
3	Nafiza 2	37.25	90	70	80	58	0	0	0	0					
4	Ithi 3	#DIV/0!													
5	Arpita Biswas 6	73.5	100	100	100	85	70	100	0	33					
6	Sumaiya 7	39.375	10	70	40	65	30	100	0	0					
7	Tanzila 8	64.875	100	50	70	19	80	100	0	100					
8	Khadija 9	#DIV/0!													
9	Nupa 10	77.5	90	100	70	100	60	100	0	100					
10	Swaona 11	34.625	40	30	40	27	40	100	0	0					
11	Rabiya 13	32.5	90	100	0	50	20	0	0	0					
12	Sahana 16	27.875	60	100	30	23	10	0	0	0					
13	Sanjida 17	35.125	90	60	40	8	50	33	0	0					
14	Kamrunnahar 18	74.5	100	100	100	96	100	33	67	0					
15	Shikha 19	35.625	80	70	80	35	20	0	0	0					
16	Jannatul 20	29	30	90	70	12	30	0	0	0					
17	Aslima 21	70.25	100	100	90	65	40	100	0	67					
18	Sabrina 22	72.375	90	90	90	85	90	67	0	67					
19	Lucky 23	63.25	90	90	80	96	50	100	0	0					
20	Sadia 29	#DIV/0!													
21	Seika 24	57.625	100	100	90	31	40	100	0	0					
22	Malia 31	#DIV/0!													
23	Amcna 34	#DIV/0!													
24	Samiya	68.375	90	100	100	54	70	100	0	33					

5. *Teaching*

This has been the most important part of my job as a Fellow at TFB. I am responsible to teach Math, English and Science in Grades 2 and 3, 6 days a week. My classroom delivery relies heavily on the documents shown above. I am mandated to carry a lesson plan with me for every class I teach. I also need to vigorously follow my long term and unit plans to make sure that I achieve my targets for the year.

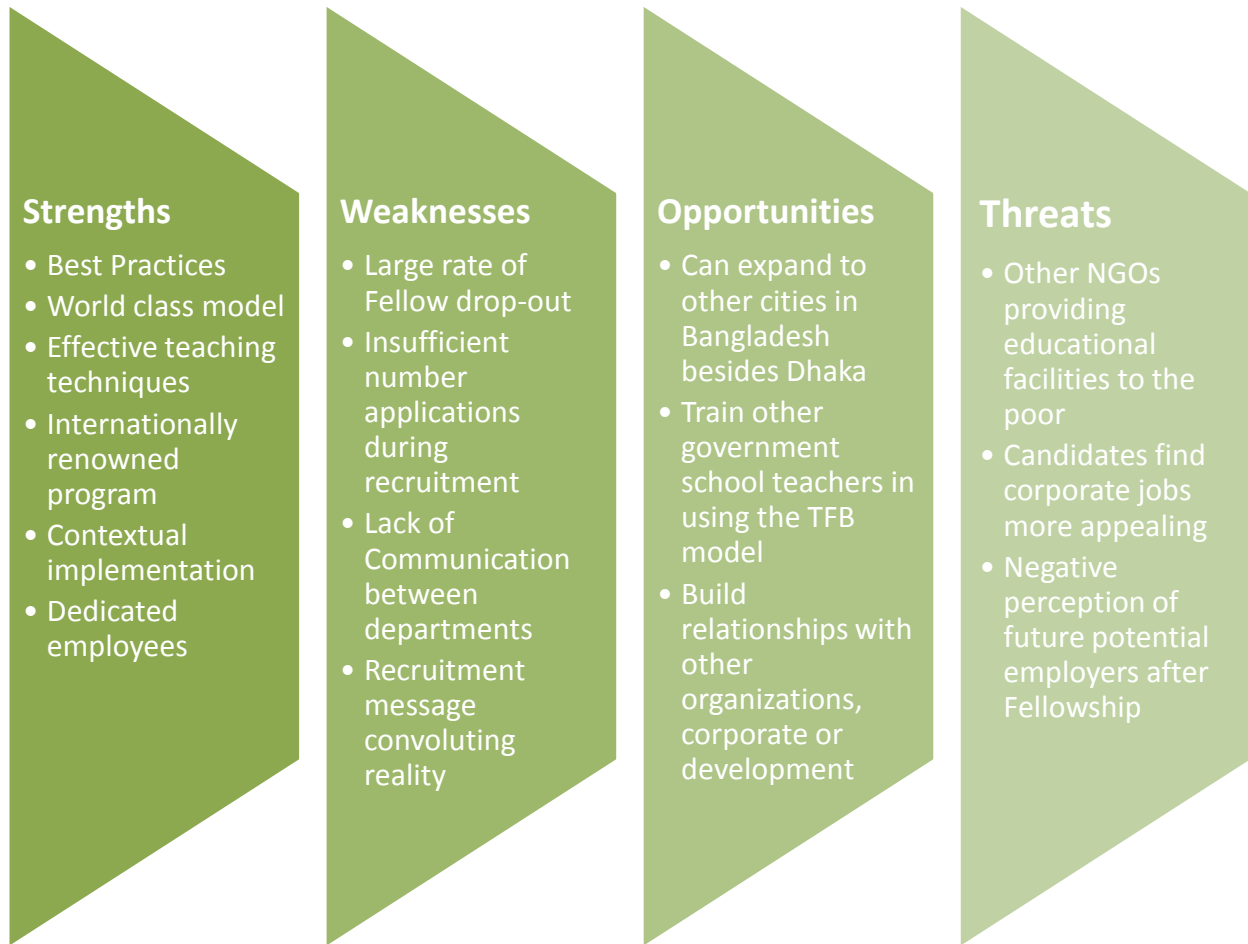
Teaching also involves classroom management. In order to keep my classroom orderly, I have put procedures and norms in place. There are also rewards and consequence system in my class which enables me to manage my large classes more effectively.

5. Observations and Critical Analysis

5.1 SWOT Analysis

Upon working at TFB for almost two years I have completed the following SWOT analysis for its Fellowship program.

Figure 7: SWOT analysis of TFB Fellowship



6. Recommendations

6.1 Recommendations to overcome weaknesses

6.1.1 Challenge 1: Large rate of Fellows dropping out of the program

This problem arises when Fellows drop out of the Fellowship program before completing their stipulated 2 years. This can happen for a multitude of reasons. Some of those reasons include dissatisfaction with the organization, mismatch with organizational vision and culture, workload, misleading recruitment message, insufficient salary, and more appealing work opportunities elsewhere.

TFB needs to seek to understand the mindsets of the incoming Fellows to avoid unwanted drop-outs. The economic necessities of the Fellows should be carefully discussed, disclosed and evaluated before coming on board the program. This will ensure Fellows know the financial difficulties to expect and can prepare for it from beforehand; also Fellows will be able to make more informed financial decisions regarding themselves and their families.

Another excruciatingly important aspect of the Fellowship is commitment to the cause. TFB recruiters need to carefully analyze the mindsets of the applicants so they can be sure that Fellows would not feel disconnected from the mission of this movement. A lot of Fellows have dropped out from the program because their beliefs were not aligned to those of the organization; this pitfall can easily be targeted and avoided through careful screening during recruitment by asking relevant questions.

TFB immediately needs to evaluate and implement a retention strategy because there have already been a large number of drop outs from both the first and second cohort of Fellows. This strategy might also include counseling for Fellows to help them deal with the immense pressure of the job. TFB should be more effective in executing the feedback received from the Fellows to make sure that they are satisfied with their jobs and they feel successful.

6.1.2 Challenge 2: Recruitment message not conveying the reality

A consistent feedback from a large number of Fellows has been that the realities of the Fellowship are far from the descriptions provided to them during recruitment campaigns. Recruitment messages are largely targeted towards appealing and attracting highly driven young graduates into applying for the TFB Fellowship. Sometimes in order to fulfill the ambitious goals of the department, recruitment officials deviate from the actual details of the Fellowship and about how challenging it really is. This has been known to mislead Fellows into undermining the hardships of the Fellowship.

Recruitment messages while being extremely inspirational and motivational sometimes are uncertain. These messages need to be backed up by evidence and examples from real classrooms of current Fellows. Queries need to be answered with authentic information and genuine data, rather than giving half-truth to prospective Fellows and applicants.

Recruitment team should also use caution while providing information regarding post-fellowship opportunities provided by and available through TFB. A lot of current and past Fellows have been disappointed due to lack of support provided after their completion of the program and especially unhappy when promises made during recruitment were not delivered.

6.2 Recommendations to overcome threats

6.2.1 Challenge 1: Other NGOs providing educational facilities to the poor

There are a lot of other NGOs in Bangladesh who are working towards ensuring proper quality education for the low-income members of the society. This can prove to be a threat for TFB in attracting candidates and building credibility. However, a way to turn this into an opportunity would be for TFB to differentiate itself from these other organizations through the leadership development opportunities provided. Another point to highlight would be the fact that TFB follows the unique Teach For All model that has been proven successful in many countries and diverse contexts.

TFB can also build relationships with some of these other organizations and both can leverage from each other. One such partnership TFB has already entered into is with Jaago

Foundation. Fellows are placed in Jaago schools in slum areas and teach in those classrooms following the TFB model. In this instance, Jaago gains effective teachers and TFB gains a platform for its Fellows.

7. Conclusion

The experience of teaching at a low income primary school has been eye-opening to say the least. There have been a lot of emotions; days when I jumped out of bed to go to school and nights when I cried myself to sleep and has all been worth it.

The most challenging part of the Fellowship has been to keep persevering. There are days when I felt that my class was below my standards or a parent was being very difficult and it was the hardest thing for me to find the strength in myself to go back the next day. But I would go back, hoping that this time I was prepared enough.

The Fellowship has rewarded me with humility and grit that I did not have before. The children teach me to be more humble and strong every day. It is absolutely heartwarming to see them come to class drenched in rain and mud. Their small successes in and out of the classroom are all the incentives I need to go back day after day.

My vision for my students is for every one of them to have the confidence and belief in themselves to make a difference. I dream of them being ambitious and successful despite the economic status of their families. I envision for my students to be able to identify their own strengths and capitalize those to improve the quality of their lives. I wish to empower my students to advocate for themselves so they are no longer vulnerable to the decisions of people they think are in charge.