

Teach

The word "Teach" is written in a bold, dark blue, sans-serif font. Below the text is a horizontal bar composed of three segments: yellow on the left, purple in the middle, and orange on the right.

Our vision is to revolutionize how education systems track and improve teaching quality



An Overview of Teach

A Tale of Three Classrooms

that you wouldn't want to be in

**Repeating
the lesson
objective**



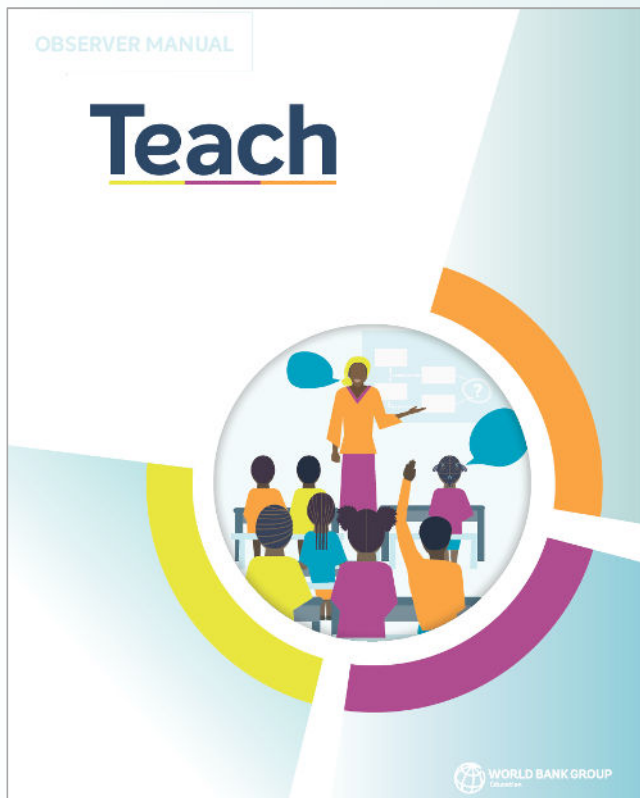
**Mistakes are
followed by
punishment**



**Memorization
rather than
learning**

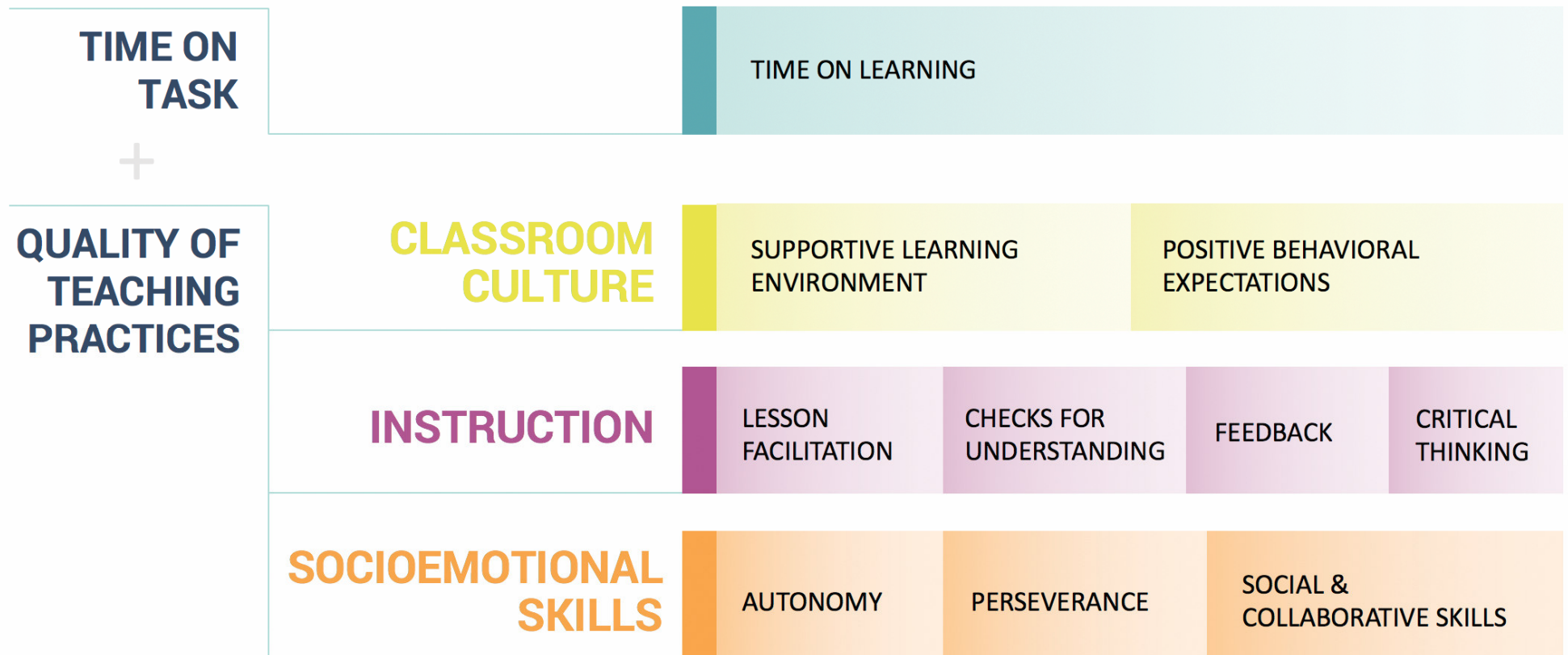


What is Teach?



- ✓ Time-on-Task + Quality of Teaching Practices
- ✓ Cognitive + Socio-emotional Skills
- ✓ Develop for low and middle-income countries + Adaptable
- ✓ Free + Suite of Resources

Teach measures teaching quantity and quality



CLASSROOM CULTURE

1. SUPPORTIVE LEARNING ENVIRONMENT
2. POSITIVE BEHAVIORAL EXPECTATIONS



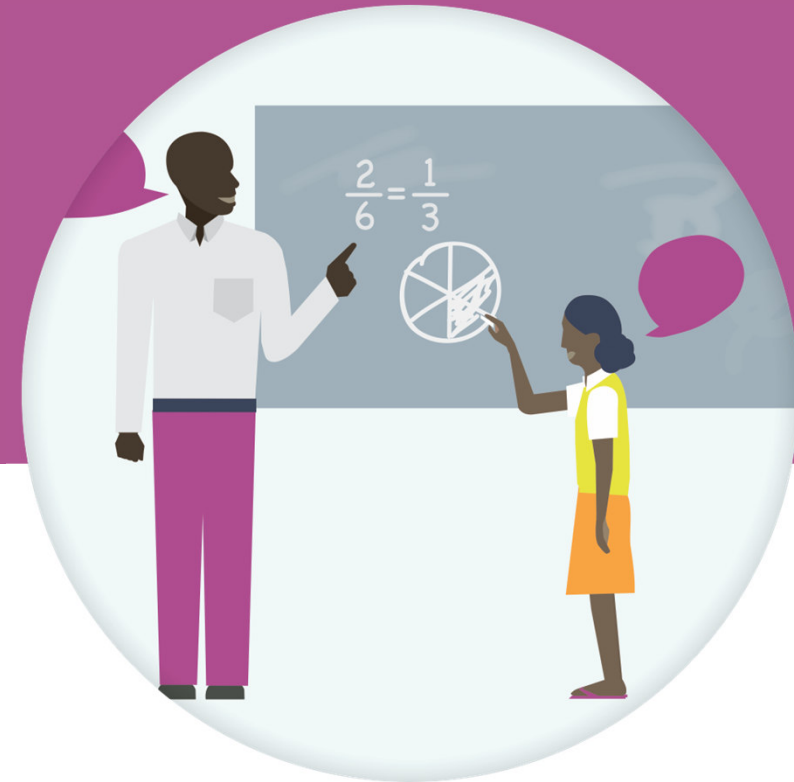
INSTRUCTION

3. LESSON FACILITATION

4. CHECKS FOR UNDERSTANDING

5. FEEDBACK

6. CRITICAL THINKING



SOCIOEMOTIONAL SKILLS

7. AUTONOMY

8. PERSEVERANCE

9. SOCIAL & COLLABORATIVE SKILLS



Content

TEACH CLASSROOM OBSERVATION TOOL

Background Paper

Evidence-Based Teaching

Effective Teaching Practices in Primary School Classrooms

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Evidence-Based



**Tested with video
footage of 11 Countries**

Suite of Resources

TRAINING MANUAL

Teach

Day 1 Script

SESSIONS [20 mins]

I am _____ and your relationship to the _____

Teach

Welcome to the Teach tool training! The purpose of this training is for you to understand how the tool works so that you can all pass the reliability test and become effective Teach coders for classroom observations. It is important for you to know from the start that if you don't pass the test at the end of the training, you will not be certified to carry out Teach classroom observations.

Today, we will start off with introductions, and get to know each other a little bit more. Then, we will spend most of the day studying the tool and so we may work towards coding classroom observations reliably using Teach.

This training is designed to be interactive and engaging. We'll have lots of opportunities for participation so please be engaged and ask questions. The quality of this training really depends on your active participation!

[The first dynamic is an ice-breaker, all participants are divided into groups of 4-5 people and are encouraged to introduce themselves. They then exchange information about themselves and find similarities within the entire group (or with one other person). Finally, each group (or person) shares about a topic they found out they had in common. Choose group or pair introductions based on the size of the group and what you think will work best.]

1. INTRODUCTION

CONTENTS

- 1. INTRODUCTION
- 2. OVERVIEW
- 3. THE OBSERVATION
- 4. PRACTICE

Teach OBSERVATION SHEET

SCHOOL ID: _____ TEACHER ID: _____ CODER ID: _____ GRADE: _____ SUBJECT: _____ SEGMENT 1

CLASS SIZE: _____ SCHEDULED TIME: _____ ACTUAL TIME: _____ SEGMENT LENGTH: _____

TIME ON TASK

	1st Snapshot (4-5m)	2nd Snapshot (8-10m)	3rd Snapshot (12-15m)
01 Teacher provides learning activity to most students	Y	N	Y
02 Students are on task	N/A	L	M

QUALITY OF TEACHING PRACTICES

Areas / Elements / Behaviors _____ Scoring _____ Final Scores _____

A. CLASSROOM CULTURE

1. SUPPORTIVE LEARNING ENVIRONMENT

	1	2	3	4	5
1.1 The teacher treats all students respectfully		L	M	H	
1.2 The teacher uses positive language with students		L	M	H	
1.3 The teacher responds to students' needs	N/A	L	M	H	
1.4 The teacher does not exhibit gender bias and challenges gender stereotypes in the classroom		L	M	H	

2. POSITIVE BEHAVIORAL EXPECTATIONS

	1	2	3	4	5
2.1 The teacher sets clear behavioral expectations		L	M	H	
2.2 The teacher acknowledges positive behaviors		L	M	H	
2.3 The teacher redirects misbehavior appropriately		L	M	H	

B. INSTRUCTION

3. LESSON FACILITATION

	1	2	3	4	5
3.1 The teacher explicitly articulates the learning objectives		L	M	H	
3.2 The teacher's explanation of content is clear and concise		L	M	H	
3.3 The teacher makes connections to prior learning		L	M	H	
3.4 The teacher models by practicing or demonstrating		L	M	H	

4. CHECKS FOR UNDERSTANDING

	1	2	3	4	5
4.1 The teacher uses questions, prompts, and feedback		L	M	H	
4.2 The teacher monitors most students' understanding		L	M	H	
4.3 The teacher adjusts teaching to meet students' needs		L	M	H	

5. FEEDBACK

	1	2	3	4	5
5.1 The teacher provides specific comments		L	M	H	
5.2 The teacher provides specific feedback		L	M	H	

6. CRITICAL THINKING

	1	2	3	4	5
6.1 The teacher asks open-ended questions		L	M	H	
6.2 The teacher provides thinking tasks		L	M	H	
6.3 The students ask open-ended questions		L	M	H	

C. SOCIO-CULTURAL SKILLS

7. AUTONOMY

	1	2	3	4	5
7.1 The teacher provides students with choices		L	M	H	
7.2 The teacher provides students with opportunities to take on roles in the classroom		L	M	H	
7.3 The students volunteer to participate in the classroom		L	M	H	

A. CLASSROOM CULTURE

	N/A: Not applicable	L: Low	M: Medium	H: High
1.1 The teacher treats all students respectfully	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1.2 The teacher uses positive language with students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 The teacher responds to students' needs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 The teacher does not exhibit gender bias and challenges gender stereotypes in the classroom	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
SUPPORTIVE LEARNING ENVIRONMENT: Cumulative Code	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Next >

Teach

Teacher Practices in [Country]

RESULTS OF THE TEACH CLASSROOM OBSERVATION STUDY

results

nt to which the teacher creates a culture that is conducive to learning. The ding students' negative behaviors but rather the extent to which the teacher is, and both challenging gender stereotypes and not exhibiting gender bias in rioral expectations by setting clear behavioral expectations, acknowledging y redirecting misbehavior.

They were most **effective/ineffective** at XXX, and **somewhat effective** at XXX.

On average, teachers score X points out of the 5 points possible in this element. The distribution of scores for supportive learning environment and its respective behaviors of the Supportive Learning environment element is shown in the following bar chart.

1.3. Responds to students' needs

Category	Percentage
L: Does not treat all respectfully	55%
M: Treats all somewhat respectfully	28%
H: Treats all respectfully	17%

1.4. Gender bias and stereotypes

Category	Percentage
L: Does not use positive language	31%
M: Uses some positive language	48%
H: Consistently uses positive language	21%

1.1. The teacher treats all students respectfully

Category	Percentage
L: Does not treat all respectfully	21%
M: Treats all somewhat respectfully	40%
H: Treats all respectfully	39%

1.2. Uses positive language

Category	Percentage
L: Exhibits bias or reinforces stereotypes	33%
M: Does not exhibit bias but doesn't challenge stereotypes	31%
H: Does not exhibit, bias and challenges stereotypes	36%

Results of the [Country] Teach Observation Study | 18

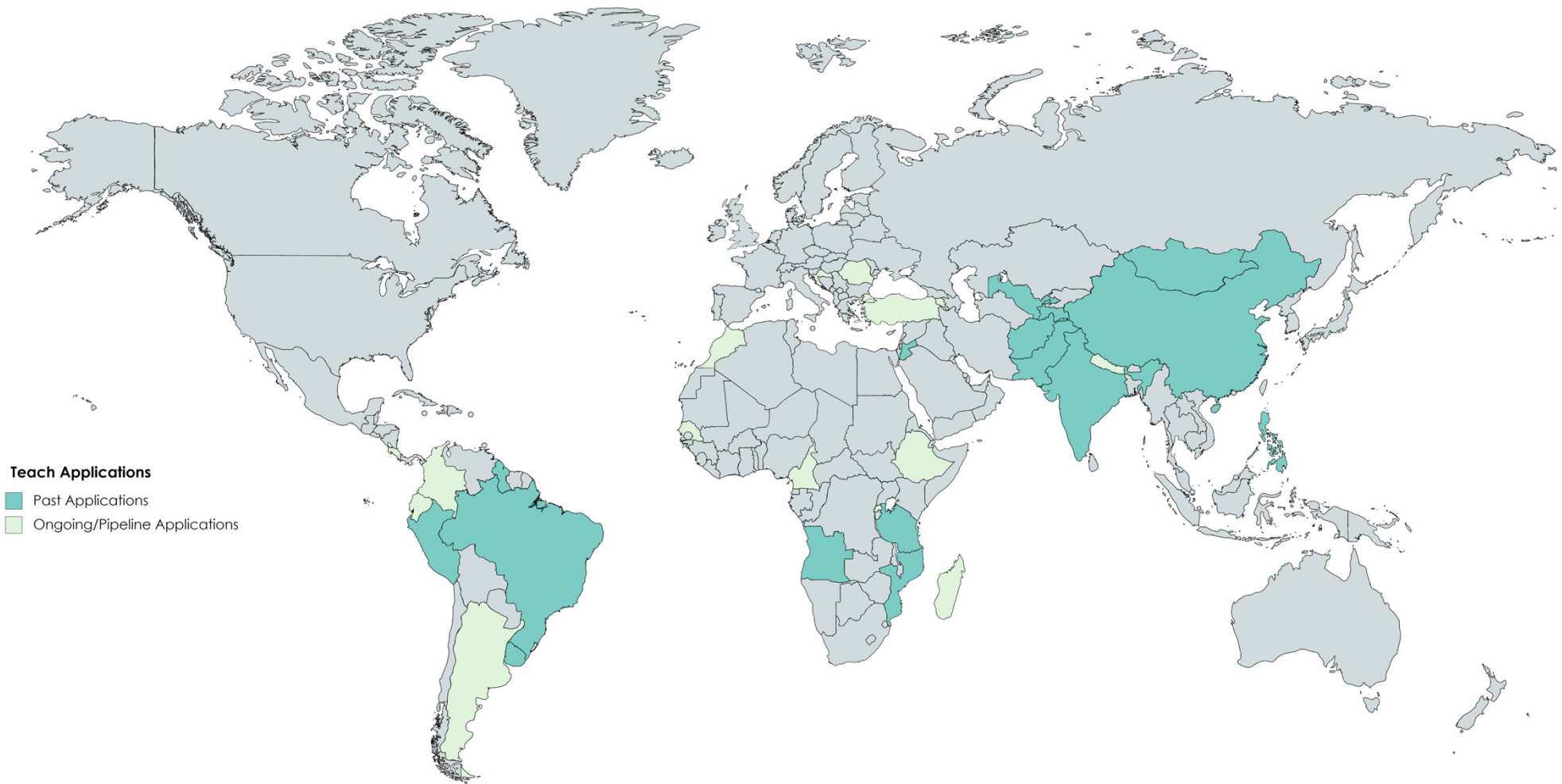
Training Manual and Script

Data Collection

Analysis



Top 5 Lessons from 10K Classroom Observations



Teach Applications

- Past Applications
- Ongoing/Pipeline Applications

#5 It is possible to reliably apply a high inference tool in LMICs

Example of Low Inference Tool

Did the Teacher ask questions to check for student understanding? Yes/No

INSTRUCTION CHECKS FOR UNDERSTANDING	<p><i>The teacher checks for understanding for most students.</i></p> <p><i>The teacher checks for understanding to ensure most students comprehend the lesson content. Moreover, the teacher adjusts the pace of the lesson to provide students with additional learning opportunities. This can be observed in the classroom through the following behaviors:</i></p>				
Score	1	2	3	4	5
Behavior Quality Range	LOW		MEDIUM		HIGH
4.1 ? The teacher uses questions, prompts, or other strategies to determine students' level of understanding	<p><i>In this classroom, the teacher does not check for any student's understanding.</i></p> <p>The teacher either does not ask questions/prompt students at all OR when s/he does, the class responds in synchrony, which is accepted without further clarifying for understanding.</p> <p><i>For example: When explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond in unison, "Yes, we have." Another example is that the teacher inquires, "This is correct, right?" after completing a problem set. The class or an individual student replies, "Yes, this is correct."</i></p>		<p><i>In this classroom, the teacher is effective at checking only a few students' understanding.</i></p> <p>The teacher uses questions, prompts, or other strategies that are effective at determining only a few students' level of understanding.</p> <p><i>For example: The teacher asks, "What is 7+8?" Only a few students respond by raising their hand, a group from which the teacher calls upon 1 or 2 students to provide an answer. Alternatively, the teacher asks the question but does not ask students to raise their hands in response and simply allows students to willingly volunteer their answers.</i></p>		<p><i>In this classroom, the teacher is effective at checking for most students' understanding.</i></p> <p>The teacher uses questions, prompts, or other strategies that are effective at determining most students' level of understanding.</p> <p><i>For example: The teacher says, "Please put your thumb up if you agree or down if you disagree with this statement: Equilateral triangles have equal angles." The teacher also asks students to demonstrate their knowledge by having all students share their answers, e.g., by asking each student to read out the sentence s/he wrote using past tense verbs.</i></p>

#5 It is possible to reliably apply a high inference tool in LMICs

92% Passed the Certification Exam

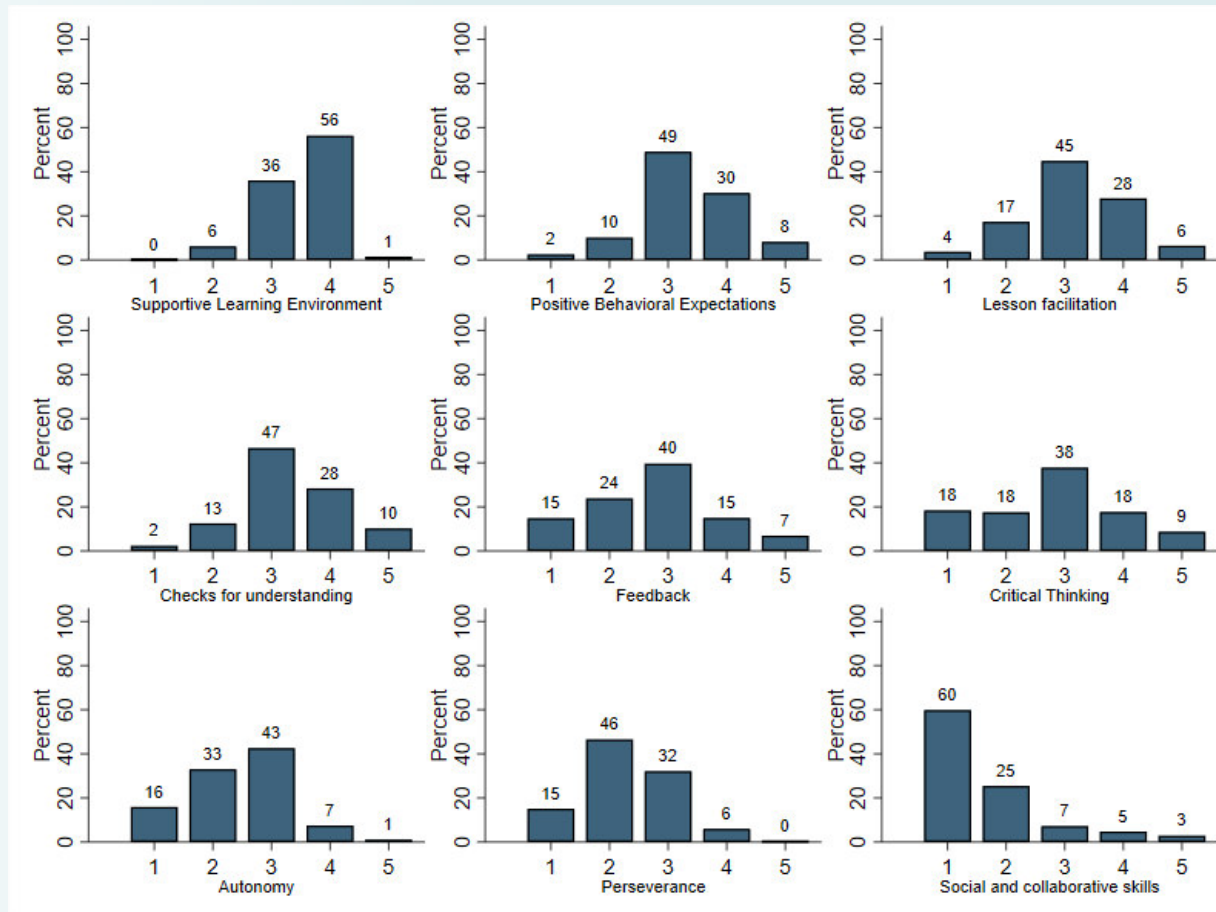
4% Score variation due to observers effect

#4 Time spent teaching \neq Quality teaching

>80% Time on Task

<30% Quality Teaching

#3 Low scores on traditional instructional practices



#2 Are Teach scores comparable across countries?

Classroom Culture

Supporting Learning Environment

Positive Behavioral Expectations

Instruction

Lesson Facilitation

Check for Understanding

Feedback

Critical Thinking

Socio Emotional Skills

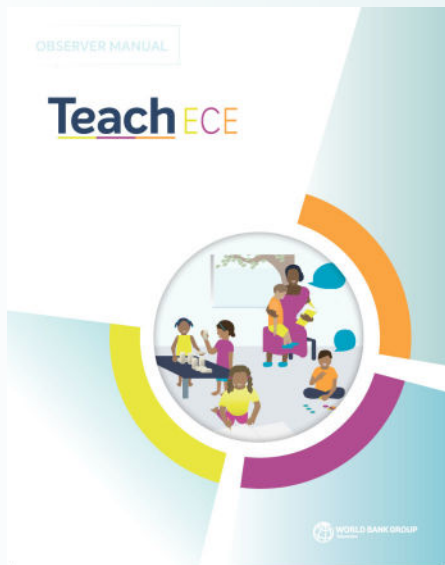
Autonomy

Perseverance

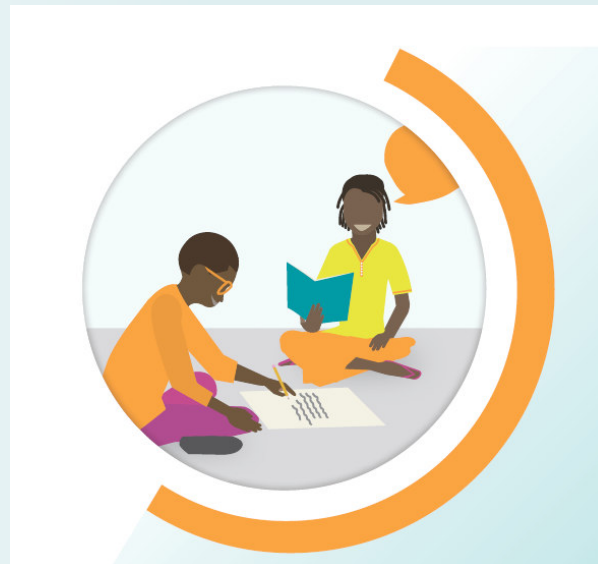
Social and Collaborative Skills

#1 There is still a lot of work to be done ...

Teach ECE | Teach Secondary



Teach Inclusive



Teach Digital

www.worldbank.org/education/teach

Teach: Helping Countries Track and Improve Teaching Quality

Teach



Teach is a free classroom observation tool that provides a window into one of the less explored and more important aspects of a student's education: what goes on in the classroom. The tool is intended to be used in primary classrooms (grades 1-6) and was designed to help low- and middle-income countries track and improve teaching quality. >> [Read more](#)

Brief: English | Español | Français | Português | Bulgarian | Russian
Manual: English | Español | Français | Português | Bulgarian | Swahili | Russian | Mongolian | Uzbek | Mandarin

Teach Blogs

- The learning crisis in Afghanistan
- Teach In... The change is just beginning
- Successful Teachers. Successful Students: A New Approach Paper on Teachers
- Teach In: Tackling the learning crisis, one classroom at a time
- What The Wire can teach us about psychometrics
- The School Leadership Crisis Part 1: Making Principals Work for Schools
- The School Leadership Crisis Part 2: From Administrators to Instructional Leaders
- Helping Every Teacher Be Their Best



Question & Answer



THANK YOU!

Contact us at teach@worldbank.org