

TOOLS

Complementary Resources

Attention: The complementary resources are updated on an ongoing basis. Please check this document periodically to ensure you are using the most up-to-date version of all the files. Note, this package of resources was last updated February 2022. Please write to us at teach@worldbank.org if you discover any errors or issues with these files. For more information on how to implement *Teach ECE* in your setting, start with resources under 1. Consult with Stakeholders. Thank you!

- The *Teach ECE* Team

RESOURCE	DESCRIPTION
1. Consult with Stakeholders	
<p>Brief (Arabic English French Portuguese Spanish)</p>	<p>The brief can be used to present <i>Teach ECE</i> to different audiences, including, but not limited to: governments, donors, and partners. It provides a high-level overview of what <i>Teach ECE</i> is, how it differs from other tools, and background on the development and validity of the tool.</p>
<p>Implementation Guide (Arabic English French Portuguese Spanish)</p>	<p>The Implementation Guide also provides additional information on costing, research, and a comprehensive list of all available complementary resources.</p>
<p><u><i>Teach ECE</i> Development</u></p>	<p>This document goes over the 9-step development process of <i>Teach ECE</i>.</p>
<p><u>Differences between <i>Teach ECE</i> and <i>Teach Primary</i></u></p>	<p>This document identifies the main differences between the <i>Teach ECE</i> and <i>Teach Primary</i>.</p>
<p><i>Manual & Field Tool</i></p> <p>Manual (Arabic English French Portuguese Spanish)</p> <p>Field Tool (Arabic English French Portuguese Spanish)</p>	<p>The Manual and Field Tool are available in Arabic, English, French, Portuguese, and Spanish.</p>
<p>Slide Deck (Arabic English French Portuguese Spanish)</p>	<p>The slide deck can be used by stakeholders to present <i>Teach ECE</i> to different audiences, including, but not limited to: governments, donors, and partners. It provides a high-level overview of <i>Teach ECE</i> and its complementary suite of resources.</p>

<u>Teach ECE Expert (TOR)</u>	This individual is an optional hire. S/he is hired to help draft an additional element at the request of the government. This consultant either drafts the element in full or advises government officials as they draft the element, depending on the government's needs and preferences.
2. Source Videos	
<u>Guide for Selecting & Recording Videos (Arabic English French Portuguese Spanish)</u>	This document provides a step-by-step explanation on how to select and record classroom video footage for <i>Teach ECE</i> .
<u>Teacher Consent Form (Arabic English French Portuguese Spanish)</u>	The document is a legal form teachers' must sign before their classroom is recorded. By signing the form, teachers not only consent to be recorded, but for their recordings to be used as part of the <i>Teach ECE</i> training.
<u>Translation Package</u>	This zipped folder provides all the documents needed for translation. This includes the MS word version of the <i>Teach ECE</i> manual, editable versions of images, a catalogue of illustrations for different settings, the brief, and an example of how to set up the translations and timestamps to be embedded as subtitles into the training videos.
<u>Video Editor (TOR)</u>	This individual is an optional hire. S/he is responsible for editing the local classroom lesson videos into 15-minute segments and embedding subtitles into the training videos (where applicable).
<u>Translator (TOR)</u>	This individual is an optional hire. S/he is responsible for translating official <i>Teach ECE</i> documents from English to the local language.
3. Code Videos	
<u>Video Access Form (Arabic English French Portuguese Spanish)</u>	This document is a legal form that observers must sign before they watch and code videos as part of the <i>Teach ECE</i> Training.
<u>Guidelines for Training</u>	This document provides a brief overview of the guidelines implementing agencies should follow and venue requirements needed to facilitate the observer training(s).
<u>Guidelines for Writing Master Codes</u>	This document provides a step-by-step explanation on how to write master codes. A master code is a detailed justification for why a behavior or element, as observed in classroom footage, warrants a particular <i>Teach ECE</i> score, which is established through a consensus by several master coders.
<u>Master Code Work Plan Example</u>	This document provides information on the roles, responsibilities, and timeline needed to conduct the master coding process.
<u>Implementor Trainer (TOR)</u>	This individual is a necessary hire. S/he is likely a member of the <i>Teach ECE</i> team, who is responsible developing master codes and for training Implementors in the training.
<u>Implementor (TOR)</u>	This individual is a necessary hire. S/he is responsible developing master codes for the training and conducting the training for observers.
<u>Master Coder (TOR)</u>	This individual is an optional hire. S/he is responsible for: (i) developing written master code justifications for up to 15 local videos and (ii) providing support to the <i>Teach ECE</i> Implementor Trainer/Implementor as requested.
<u>Quality Assurance Assistant (TOR)</u>	This individual is an optional hire and is particularly useful if the training is being conducted for a large number of observers or in a low-capacity setting. S/he is responsible for helping the <i>Teach ECE</i> trainer prepare the materials for the training of implementors and helps manage and oversee the development of master coders for the observer training.

4. Train Observers	
<u>Training Manual</u>	This document includes all resources needed to conduct the 5-day <i>Teach ECE</i> training, including a detailed training script. Kindly fill out the <u>Video Access Form</u> and contact teach@worldbank.org to access the complementary training presentation and videos.
<u>Quiz Item Bank</u>	This document includes questions that the trainer can use for quizzes, in-class activities, or homework.
<u>Game Sheet</u>	This document includes an activity the trainer can use to engage observers on day 1 of the training.
<u>Discussion Question Sheet</u>	This document outlines various strategies and offers sample questions trainers can use to facilitate a meaningful discussion.
<u>Exit Survey</u>	This survey is given to observers after they've completed the training.
<u>Teach ECE Reliability Exam</u>	This Excel file automatically calculates the observers' reliability score and whether they passed the <i>Teach ECE</i> reliability exam.
<u>Certificate of Reliability</u>	This document is a certificate of reliability that observers are given after they pass the <i>Teach ECE</i> reliability exam.
5. Analyze Data – <u>Automatized Data & Analysis Program (Zipped Folder linked here)</u>	
How to use SurveyCTO	This document describes how to use SurveyCTO, a mobile data collection platform, for the data collection of <i>Teach ECE</i> . The guide explains how to create the server, upload the <i>Teach ECE</i> questionnaire, collect the data using tablets, and export and save the data collected.
SurveyCTO (CAPI) code	This is code used in a computer-assisted personal interviewing software wherein observers input scores digitally using SurveyCTO. This form makes the survey available on phone/tablets/computer in English, French, Spanish, Portuguese, and Arabic. The team will have to create a SurveyCTO server to collect data using this form. Data can be collected using a computer or the SurveyCTO app on tablets/phones. Once the data is collected, it can be exported from SurveyCTO as an Excel file. This file is perfectly aligned with the pre-created do-files that will automatically label, clean, and analyze the data.
Data Entry (PAPI) support	These files support pen-and-paper data collection wherein observers input scores on the <i>Teach ECE</i> observation forms and manually enter them into an Excel database. An Excel template file is provided to enter data from PAPI. This template describes each variable, the type and format, response options and numeric codes, and automatic calculations for some variables. Entering data in this template makes it perfectly aligned with the pre-created do-files that will automatically label, clean, and analyze the data. If the team wishes to program the data entry to another piece of software, a comprehensive codebook of the standard <i>Teach ECE</i> variables is provided
Program for labelling the data using Stata	After data has been collected, either through CAPI or through PAPI, a pre-written do-file (Stata) automatically labels the data and saves it as a first Stata dataset.
Program for cleaning the data using Stata	After data has been collected and labelled, a pre-written do-file (Stata) automatically checks for strange patterns in the data and exports the data to be checked in an Excel file. This Excel file can be shared with the team or firm responsible for data collection. In this do-file, corrections can also be applied, following the feedback from the data collection team. The do-file saves the cleaned data as a second Stata dataset.
Program for Proficiency of Trainees using Stata	After the training has been completed, and the <i>TeachECE_Reliability_Exam</i> Excel files filled for the first and second exam attempts, a pre-written do-file (Stata) automatically analyzes the data and computes the exam passing rate as well as the trainees-expert reliability.
Program for Reliability using Stata	After data has been cleaned, a pre-written do-file (Stata) automatically analyzes the data and analyzes the psychometric properties of the <i>Teach ECE</i> scores to demonstrate the reliability and validity of the tool (Stata graphs and Excel tables).
Program for Analysis using Stata	After data has been cleaned, a pre-written do-file (Stata) automatically analyzes the data, which generates descriptive statistics in Excel and analytical graphs (both in Excel and .png format).

Word Report	This document is a sample report to be written with Word. This template has automatically generated sections with areas (text and graphs) to be filled in with country-specific results. The graphs and tables produced by the do-files can be manually included in the report.
<u>Stata/Analysis (TOR)</u>	This individual is an optional hire and is particularly applicable if the project calls for a highly technical analysis of the <i>Teach ECE</i> findings. S/he cleans the data and conducts an in-depth analysis for use in an extended report or presentation.
<u>Survey Firm (TOR)</u>	This document provides the terms for a survey firm to oversee the collection of data and hiring of field supervisors and observers to implement <i>Teach ECE</i> .