

TRAINING MANUAL

Teach Primary



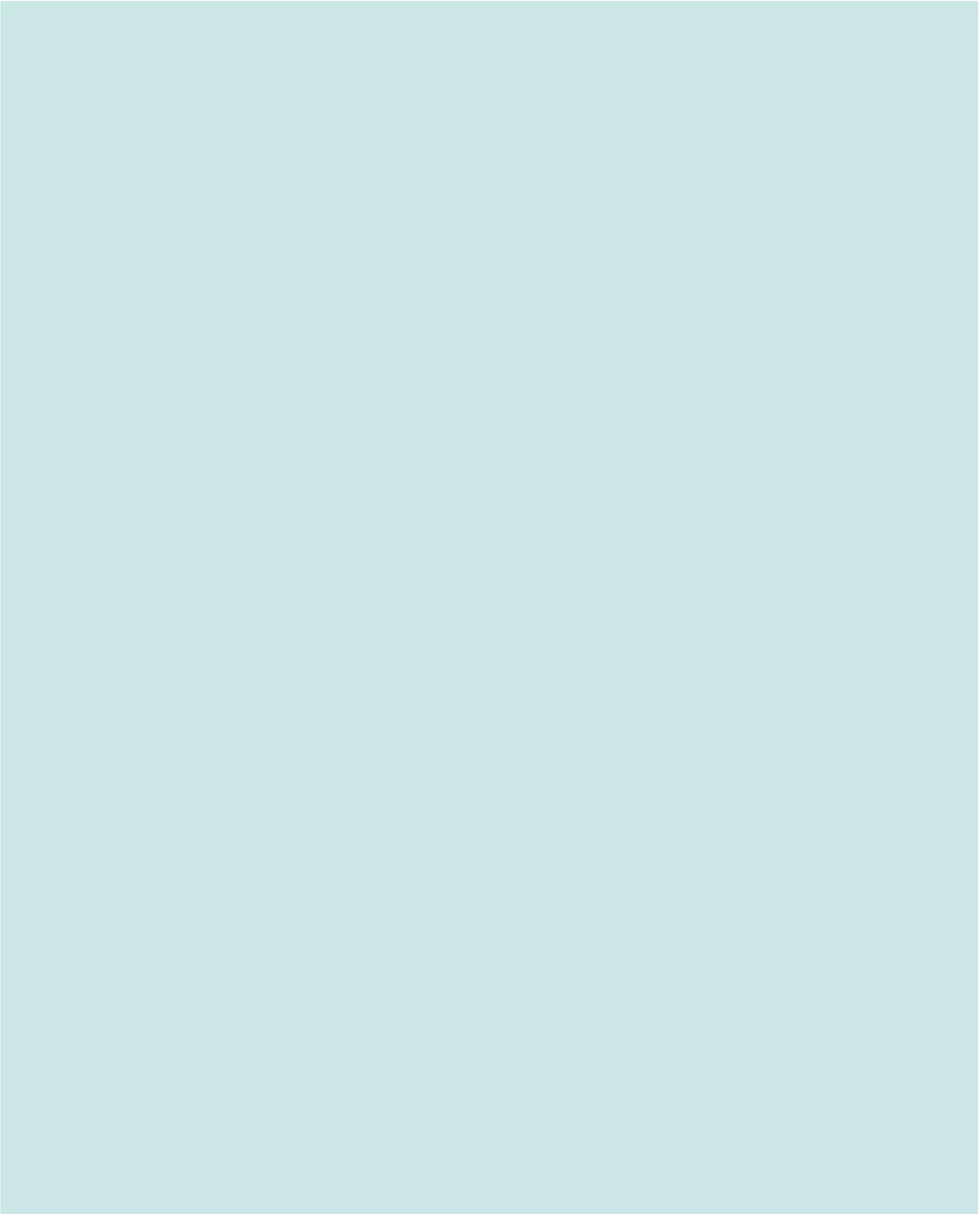
WORLD BANK GROUP
Education

Teach Primary

TRAINING MANUAL

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Introduction

BACKGROUND

This training manual is intended to be used as a resource to guide a new *Teach Primary* Trainer as you conduct an observer training.¹ You are responsible for explaining the purpose of the tool, highlighting the nuances of the various elements and behaviors, practicing coding classrooms with videos footage and on the field and ensuring all observers are equipped with the knowledge and skills to pass the mandatory Reliability Exam. This introductory section provides specific guidelines that outline how to use this manual to conduct a successful training. Additionally, this training manual provides an optional module focused on the use of the Checklist. This introductory section provides specific guidelines that outline how to use this manual to conduct a successful training.

This manual contains both directed and scripted sections, which contain directions to follow. However, some sections — in particular, Day 1 — are scripted to help guide you through the training. The reasoning behind including a scripted portion of the training is not to automatize the role of the trainer — but to facilitate the process for new trainers. These scripted activities and questions help focus your energy on delivering the content in an engaging and rigorous way. Without an effective delivery, even the best script will not ensure a successful training.

TIPS FOR DELIVERING THE TRAINING

General Guidelines

Get to Know the Observers

It's important for the trainer and other observers to get to know one another closely during the training. Names should

¹ The World Bank recommends the *Teach Primary* training group not exceed 20 observers per trainer. As such, this training manual has been developed for a

be used throughout the training to help facilitate this process — observers should be provided with nametags or name cards should be created.

Set Expectations

Expectations for behavioral norms and participation should be established at the beginning of the training. To ensure observers are aware of expectations, the trainer should create a poster that outlines the rules and expectations for the training. The following expectations are suggested for the poster:

- When someone is speaking, listen with respect and attentiveness
- Actively participate in all activities and discussions
- Refrain from using your phones (unless asked)
- Always have your Observer Manual and a pen/pencil
- If you have a question, raise your hand and ask us! 🙋

Check Materials

Always check to ensure observers have the necessary materials to complete a specific activity — this will likely involve the manual, a writing utensil, an observation form, and extra notebook pages.

Effective Teaching Strategies

The *Teach Primary* training draws upon best practices outlined in the *Teach Primary* manual. These techniques are used by practitioners around the world as they provide actionable strategies that can be implemented to maximize observer engagement and learning. The techniques are drawn

group of 20 — do note, the timing for questions, number of proctors for exam, etc. may vary with the size of a training cohort.

on experiences from past trainings and from [Teach Like a Champion](#).

TEACH PRIMARY TRAINING CULTURE:

- **Time Maximization:** Maximize all training time through the design and establishment of efficient systems so that observers use all time in the training.
- **Positive Framing & Feedback:** Use a positive tone and constructive language to deliver specific feedback to observers, with a focus on what they can change or improve, not what they can no longer fix.
- **Culture of Error:** Create an environment where observers are comfortable sharing their opinions and making mistakes. The focus should not be on the observer's innate ability, but on their attitude and the efforts they contribute to the learning process.

FACILITATING A SUCCESSFUL TRAINING:

- **Cold Call:** Randomly call on observers to answer questions, regardless of whether they've raised their hands.
- **Discussion:** Create an environment where observers are challenged to actively participate in all aspects of the training.
- **Check for Understanding:** Constantly gather information to verify whether observers understand what is being taught and immediately respond to their needs accordingly.

USING THIS MANUAL

Length of Activities

Each section has its own heading, which indicates the topics covered on the slide. Next to each section there is a time in brackets that indicates how long the activity should take:

WELCOME AND INTRODUCTIONS

[20 mins]

This is meant to help the trainer pace themselves throughout the training. These timestamps correspond to the times in the sample agenda. However, depending on what observers are excelling at or struggling with, it may be necessary to spend more on one section and less time on another.

Additional Tips

Italicized items in brackets denote tips for the trainer to follow — these are not meant to be read aloud:

[Spend 4 minutes letting groups share what they learned]

[Play video]

[CC an observer to answer the question]

Similarly, various activities are integrated into the script in this manner. It is important for the trainer to study the manual ahead of time to ensure they have the necessary materials and understanding to facilitate the activities.

Icons

Throughout the manual, there are icons that denote expected actions the trainers should take. These actions are primarily taken from the list of effective teaching strategies below and are highlighted as follows due to the frequency with which they occur during the training.



ACTIVITY



DISCUSSION



TRACK TIME



VIDEO



WRITING

DAY 1

Scripted Lesson

The Day 1 script² explicitly outlines what the trainer can say to facilitate a successful first day of training. Although the script is comprehensive, the trainer should adapt the script to fit their teaching style or meet the group's specific needs. The slides in the manual correspond to the slides in the training PowerPoint. If revisions are made to the slides, kindly make note of the associated text in this manual. Despite the comprehensive nature of the training script, the trainer *must* familiarize themselves with the content so that the script is not read verbatim during the training. This also requires the trainer to acquaint themselves with the activities, classroom video footage, and master code explanations to seamlessly facilitate the training.

DAY 2–5

Directed Lesson

The Day 2–3 directives include various components the trainer should follow; however, this is not an explicit script. It provides a general outline of the topics and order the trainer should follow. Since the video content will vary from country to country, much of Day 2–3 must be prepared by the trainer. Day 4 often consists of a field visit to a local school and Day 5 is reserved for the Reliability Exam.

Application

After observers have a basic understanding of the tool, it's crucial they practice coding as much as possible. This portion of the manual provides guidelines that help trainers facilitate guided practice so observers can become reliable and certified on the tool. Day 2 and 3 are structured such that observers graduate from coding in groups or pairs to doing so independently, under exam-like conditions.

Areas of Confusion

Additional data on each of the 10 elements was compiled using data from past *Teach Primary*³ pilots. Trainers should

use this information to anticipate where observers are prone to struggle. Do note, since the pilots were conducted with earlier iterations of the tool, some behaviors might not have any available data; all such behaviors are appropriately marked. The information for each element is organized as follows:

- **Terms:** Explicitly defined terminology that causes confusion for observers.
- **Explanation:** An explanation of how observers typically perform on this element.
- **Troublesome Points:** An analysis of data from previous pilots highlights where observers have struggled and hypothesizes as to why.
- **Guiding Questions:** Questions that trainers can use to prompt and guide observers through each element.
- **Example Bank:** Real-life examples that trainers can use to highlight what certain behaviors may look like at low, medium, and high.
- **FAQs:** These are copied from the manual for ease of access.

This resource can be used both in preparation for the training and during discussions to provide additional clarification and examples. Trainers can also use this information to generate quizzes or questions for students. For example, trainers can use the examples to gauge the extent to which observers understand the behaviors. If observers are struggling with a particular element, consider printing this resource as an additional study resource.

Survey

The survey captures the observers' profiles and reasoning for participating in the study. At the end of each training, the trainer is responsible for administering the survey and sending the results to teach@worldbank.org.

Reliability Exam

This section provides detailed information on how to administer the Reliability Exam.

² Note, it is quite common in trainings for the Day 1 script to be completed the morning of the second day. Adjust as necessary to fit the pace of your training.

³This data was collected from Teach Primary pilots, based on the first edition of the tool launched in 2019. It is still helpful in guiding Teach Primary enumerators using the second edition of the tool.

HOW TO TRAIN

The trainer plays a crucial role in the success of the *Teach Primary* implementation: *the trainer connects the Teach Primary material to those who apply it*. Trainers are responsible for preparing observers with the knowledge and skills needed to reliably conduct classroom observations using *Teach Primary*. They explain the reasoning behind why certain behaviors warrant a particular *Teach Primary* score. Like master codes, trainers help set the standard for how observers should score a teaching practice, based on the tool's definition. When observers learn about the tool, they rely on trainers to explain what practices constitute “high” or “low” based on the definitions outlined in the manual.

This section provides an in-depth overview of the techniques needed to conduct a successful *Teach Primary* training – which largely relies on the delivery of the practices outlined below. As you read this section, it's important to keep in mind these techniques were largely drawn from experiences in previous trainings, evidence collected to develop *Teach (Evidence-Based Teaching)*, and from Doug Lemov's *Teach Like a Champion*. Also, think of this section as a “crash course” for conducting a training. It takes time to become an effective trainer, and to assume you will master these skills in a day is not feasible, however, this section will provide you with the techniques to conduct the training and continue to improve your practice.

TRAINING CULTURE

The success of this training is contingent on the extent to which the trainer creates a safe and collaborative environment where observers are motivated to contribute to discussions. If they are not comfortable sharing their thoughts and ideas, it will be impossible to know where to focus your support until it is too late. Moreover, given the brevity of the training, each trainer should motivate observers to work quickly from task to task. This section focuses on three key strategies trainers can incorporate into their practice to achieve these ends: time maximization, positive framing & feedback, and culture of error.

TIME MAXIMIZATION

Definition

Maximize all training time through the design and establishment of efficient systems so that observers use all time in the training. This will involve creating a seating chart and expectations poster, utilizing a timer, and immediately starting the “do now” upon arrival and between transitions.

Rationale

The pace set by the trainer determines how much work gets done. Given the brevity of the training, one of the metrics of success is whether trainers can utilize *all* of the training time. Effective time maximization starts when a trainer enters the classroom, but also applies to transitions and any down time. As such, the trainer should ensure observers always have an activity or task to work on and know what's going on to facilitate active engagement and learning.

Implementation Strategies

1. Seating Chart

One way to maximize time is to create a pre-assigned seating chart for observers. Observers should know where to sit and who to sit with when they enter the classroom.

Before observers arrive, the room should be arranged so they are seated in groups of 4. Ideally, each group of 4 should be seated at an individual table with a clear view of the screen. The room should be arranged in such a way that the trainer can walk freely between tables to monitor all observers. Each group of 4 will be given a table name, denoted by a letter e.g., table A, B, C, etc. Even if tables are immobile or arranged in rows, observers should still be arranged into groups of 4.

The trainer should also create nametags with the observers' names, a letter (which denotes their affiliated group), and a number between 1-4. The numbers can be used during various activities to direct observers as to who their partner should be (e.g., "We're going to transition to a T&T, let's have even numbers partner together and odd numbers partner together.")

Watch it 

These videos provide an in-depth [description](#) of why it's important to create a seating chart and an [example](#) of how teachers move around to utilize the entire classroom while they're instructing.



2. Expectations Poster

To ensure observers are aware of expectations, the trainer should create a poster that outlines the rules and expectations for the training. The trainer should review this poster at the beginning of the training, and reference it throughout the training as needed.

Put it in action:

We recommend using these expectations for the training:

- Listen to all who speak with respect and attentiveness

- Actively participate in all activities and discussions
- Refrain from using your laptop and phone (unless asked)
- Always have your manual and a pen/pencil
- If you have a question, raise your hand and ask us! 

3. Time It

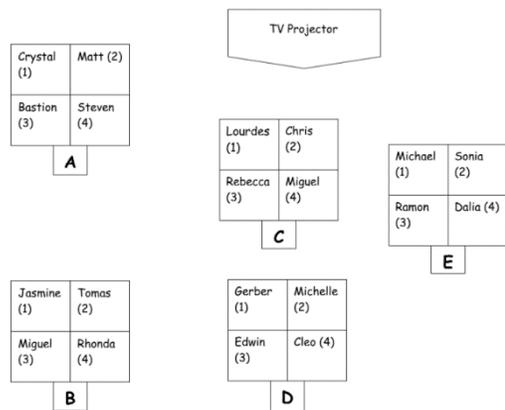
Using a timer not only helps keep the trainer on track, but it also creates a culture that motivates observers to use all the time that is given. A timer should be used throughout the training. In fact, it is particularly useful during activities and discussions to keep track of time and motivate observers to complete activities in a timely fashion (e.g., during a Turn and Talk (T&T), a timer should be projected to indicate how much time observers have to discuss a topic with their partner). We recommend projecting the timer so it is visible to observers (www.online-stopwatch.com).

Tip: If you're having issues sticking to the time set on the timer, set it for a unique number (e.g., 2.5 minutes rather than 2 minutes).

4. Do Now

This is a short activity (under 5 min) observers complete when they enter the classroom or between transitions. For

Sample Seating Chart



this activity to work well, it should be visible to all students, straightforward, brief, written down, preview the content that will proceed it, and be completed independently.

Put it in action:

Here are some examples of do now activities that can be incorporated into your practice ...

- **On day 1**, the icebreaker activity prompts are listed on the board for observers to begin as they walk into class. Observers are asked to write these responses down on a spare sheet of paper. This precedes the main activity, which involves getting into groups and sharing the responses to the prompts.
- **On day 2**, a short quiz is given to recap the FAQs and behaviors covered on day 1. The quiz should be created by pulling questions from the Quiz Item Bank in areas where the observers struggled on day 1. If observers are struggling with certain behaviors more than others, the trainer should prioritize them in the discussion that follows the first practice video. For example, the trainer may ask: "Which of these are examples of positive behavioral expectations? (Mark all that apply): 1) "Be quiet", 2) "Shut up", 3) "Don't talk", 4) "Silence", 5) "Look at the board", 6) "Raise your arm when you are finished", 7) "Pay attention", and 8) "When you finish, write your name."
- **On day 3**, a scenario is projected on the screen. Observers must score a specific element, including all the behavior scores and write out their justifications with the evidence for their scores. The scenario should be discussed before beginning the next practice video.

An example scenario of Lesson Facilitation: Pointing to the sentence on the board, the teacher says, "Next, we will practice writing our own sentences with a personified noun. The example sentence is, 'brother cloud was happy to give mother earth a drink.' First, we choose a noun. The noun is 'cloud' and it is personified by the term, 'brother.' Does anyone have a brother? How might you personify him?" [Observer answer: M, H, H, M because the lesson objective is not explicitly stated, but is easily inferred from the activity given, the explanations are clear and include visual representation, the teacher makes an explicit connection between the lesson and students' lives, and the teacher partially models by explaining the first part of how to begin writing the sentence].

- **At any point in the training**, project a prompt after the lunch break that reviews the content, such as, "Explain the difference and provide at least two examples between feedback that is specific and provides substantive information and feedback that is superficial." Use a timer to give observers 3.5 minutes to write a brief 1-2 sentence response. Observers are then cold called to read out their answers to build upon one another's responses.

Watch it 

Here is an [informative video](#) that features a teacher who regularly incorporates do nows into his lesson. He explains why they're useful, when to use them, and models how he's regularly incorporated them into his lesson.



Application

- What are the 3 important components of an effective do now?
- Imagine you have completed reviewing the content of the manual near the end of day 1 and have 5 minutes for observers to complete a short activity after a break. What are 3 "do now" activities the trainer could provide to maximize the time left in the session. How could a T&T activity be incorporated after the "do now"?

POSITIVE FRAMING & FEEDBACK

Definition

Use a positive tone and constructive language to deliver specific feedback to observers, with a focus on what they can change or improve, not what they can no longer fix. Positive feedback also has a greater likelihood of catalyzing a change in observers' behavior and motivates them to persevere through challenges.

Rationale

Focusing on the positive, rather than the negative, gives observers the confidence to independently implement what they learn. However, often when trainers get frustrated with how observers code, they respond critically. No matter the setting, people are much more motivated by positive rather than negative feedback. This doesn't mean that poor performance should be ignored, but that the feedback in response to poor performance should be framed positively.

Implementation Strategies

1. Positive Feedback

When correcting observers' errors, feedback should be given positively and consistently.

Put it in action:

Providing positive feedback involves ...

- Avoid focusing on what observers can no longer fix, instead focus on what they can do to change their behavior in the future. e.g., If an observer does not understand what it means to "consistently" use positive language, direct the observer to FAQ 1.2b and ask how they can use the threshold between a medium and high to help them code this behavior in the future. This is juxtaposed to a trainer that responds by saying, "you should know this by now! We've reviewed it SEVERAL times!"

Watch it



[Watch this video.](#)



- Remove intentionality from language, e.g., instead of saying "I see some people forgot the difference between a low and high on this behavior," reframe to "some people appear to be confused about why this is scored high and not low, let's review it again."
- If observers are being disruptive or not following along, narrate the behavior (in a precise way that reinforces actions, not traits) of those who are well-behaved and following along, rather than calling out those who are not exhibiting model behavior. e.g., During a T&T, the trainer may say, "I see the pairs in group A discussing the codes thoughtfully," as s/he walks past group B, s/he does not say anything as they are not on task, as s/he walks past group C, s/he says, "I hear the pairs in group C in a heated discussion over whether the teacher provided specific comments."
- Avoid simply saying "good job!" be specific about what they did well, e.g., "[Joyce], I really like how you're taking notes. I can see your timestamps and there is a lot of specific details that can help you determine what the right code is."



Watch it

[Watch this video.](#)



2. Effort > Ability

Instead of focusing on observers' innate abilities (like intelligence), the trainer should make a point of praising their efforts and refocusing attention from their past mistakes to their future potential. This could be done by praising observers for taking risks and assuming challenges, especially if they do so in the face of adversity.

Put it in action:

Here are some example phrases that can be incorporated into your practice ...

- "This is a tough video clip. If you struggled with deciding the right code, that's a good sign. Now, who will be bold and start us off?"
- Say things like "Give it your best" or "Coding is hard, and it may take a few tries."
- Ask "Of all the behaviors we reviewed today, which one made you feel proud of how hard you tried?"

- Reinforce effort and process (not just outcomes) — “I noticed you’ve been improving your reliability with each practice video. I don’t know how the Reliability Exam will go, but I know you’ve worked hard at it.”
- Recognize and build upon strengths. When observers notice and are affirmed in the elements they CAN code reliably, it can help when they face a more challenging element.

Watch it 

Interesting fact: There is tons of research behind praising observers for their efforts, rather than their intelligence.



Check out this brief [video](#).

Application

- Let’s watch this video together, how would you characterize the teacher’s response to this child? How would you have responded in this setting?

Watch it 

[Watch this video.](#)



- The following statements are poorly framed, how would you adjust them to be more positive? 1) “Did you really think this is a 5, why didn’t you say something if you didn’t understand!?” 2) “Great job, [Sandhya], you’re a natural at coding!” 3) “Almost everyone failed the practice exam, only 20% of you passed. How do you expect to pass the exam tomorrow?” 4) “I really don’t think any will pass the exam unless you change your attitude straightaway.” 5) “I asked you to read the behavior description not the element description. Are you paying attention?” 6) “Let’s not waste any more time on that discussion, it’s not important for our understanding of the tool.” 7) “We’ve already gone over that, don’t you remember?”
- Consider the traits observers must exhibit to be strong coders — attention to detail, respect, listening to their peers, participating in discussions. Let’s have each group focus on one of these techniques, write out how you might reinforce these values using effort-focused and positive feedback. We will then share our responses with the class.

CULTURE OF ERROR

Definition

Create an environment where observers are comfortable sharing their opinions and making mistakes. The focus should not be on the observer’s innate ability, but on the attitude and efforts they contribute to the learning process.

Rationale

Errors are necessary to garner information on whether an observer understands the nuances of the tool. All too often, though, errors are used as a mechanism to stifle discussion and create a culture where observers are scared to share their answers or opinions. Creating a culture of error for both the trainer and observers is crucial — this is needed, not just to gather information about observers, but for trainers to gather information about *their* performance. As such, the classroom should foster an “environment where [trainers] feel safe making and discussing mistakes, so they spend less time hunting for errors and more time fixing them.” When all parties are open to the challenges they face rather than mistake-making, efforts are focused where they need to be: in identifying areas for collective improvement.

Implementation Strategies

1. Anticipate Error

When multiple observers struggle with a mistake in the manual, a trainer’s visceral response is to fault the observer for the mistake. However, it’s extremely important to remove intentionality when correcting mistakes. For example, instead of saying, “I see you forgot how to code this element,” consider saying something that doesn’t lay blame: “It appears people are confused about how to score this element.” Our goal as trainers should be to use errors as learning opportunities and to normalize them as part of the learning process.

What often happens after an error:

SCENARIO: “I should not be seeing students with triangles by the number 4. You know by now that a triangle has three sides.”

TAKEAWAY: Students learn that if they are making mistakes, they are likely to be a source of disappointment to their teacher. As a result, students are likely to respond by trying to conceal their errors.

What should happen after an error:

SCENARIO: “I’m so glad you made that mistake,” Bob said to the class, calling them together to reteach. “It’s going to help me to help you.”

TAKEAWAY: Students learn the mistake is normal, valuable in a way, and a source of insight. The teacher is not bothered by the mistakes but communicates that he expects them and that when they happen, he wants to know about them.

Put it in action:

Here are some example phrases that can be incorporated into your practice ...

- “I’m really glad that you made that mistake. It’s going to help me to help you.”
- “Wrong codes are really helpful because it helps us notice what evidence we are missing so we can learn from the mistakes we make.”
- “Which of these behaviors do you think is my favorite wrong code?”
- (After students point out your mistake) “Ooh, you all just caught the best mistake I ever made! This is great!”
- “I suspect we’re going to have a wide range of codes here.”
- After scanning the room to check which answers students picked, say excitedly, “We have a lot of disagreement on this one!”

Watch it

Here is an [example video](#) of a teacher who creates an environment where students are free to make and make mistakes as they try to figure out the answer to the problem.



2. Reflective Listening

When reviewing video footage, passions can get high. A trainer needs to avoid getting defensive and ignoring or confronting observers if they continuously disagree with a code. Instead of accusing observers of “being wrong” or “not understanding” — which can have the adverse effect of stirring a defensive argument — trainers should use reflective listening by paraphrasing what observers say and repeating it

back to them. Repeating the observers’ idea back to them is a way to confirm the idea has been properly understood, and ultimately allows the speaker to feel heard. When people feel like they’re being heard, they’re more likely to listen to an opposing view and engage in meaningful dialogue.

Put it in action:

Reflective listening involves these actions ...

- Giving the speaker your undivided attention by looking at the speaker directly, avoiding side conversations, and putting aside distracting thoughts or rebuttals.
- Showing that you’re listening with your body language by nodding, smiling, exhibiting an open posture, and responding with small encouraging comments like “yes,” or “uh huh.”
- Reflecting on what was said and asking questions by paraphrasing the speaker (e.g. “what I’m hearing is ...,” “it sounds like you are saying ...,” asking clarifying questions (e.g. “what do you mean when you say?,” “is this what you mean?,” summarizing the speakers’ comments, and asking for more information/openly acknowledging your frustrations (e.g. “I may not be understanding you correctly and I find myself taking what you said personally. What I thought you said is XXX. Is that what you meant?”).
- Deferring judgement by allowing the speaker to finish their point and not interrupting them while they’re speaking.
- Responding appropriately by respectfully asserting your opinions, not attacking the speaker, not putting the speaker down, and offering open and honest responses.
- Reverting to the manual by reminding them that the tool is the standard by which we become reliable (e.g., “It’s okay to disagree with the parameters of the tool, though in order to be reliable we must try to match what the manual says to what we see as closely as possible”) and rereading the behavior in the manual.

Watch it

[See Video.](#)



3. Manage Unintended Cues

When observers make an obvious error (like coding an element a 5 rather than a 1), trainers sometimes make an involuntary face or gesture that suggests the error was stupid.

Even if the error was absent-minded, it's important for trainers to always withhold these opinions as to not (accidentally) communicate disdain for errors.

Put it in action: Cues to Avoid

- Sarcastic phrases—such as, “hmmm, interesting” (when something is not interesting or is disappointing)
- Eye roll
- Tapping fingers—when someone is struggling to answer a question
- Lack of eye contact on the speaker

Put it in action: Cues to Embrace

- Maintain eye contact
- Use intentional phrases that help create the culture of error (see above)
- Smile
- Be aware of your tone
- Slow your speech

Interesting fact: people who received positive feedback with negative body language reported feeling worse about their performance than those who received constructive negative feedback, see [here!](#)

Application

- If observers are asked to understand an element (e.g., Facilitation of Learning) and the corresponding FAQs. What errors are they apt to make as they try coding for the first time? Work in small groups to list as many possible observer misunderstandings as you can (think back to what you struggled with). Plan for how you'd address those misunderstandings.
- Brainstorm a list of responses you could give if someone codes something a 5 that should be a 1 that could help create a strong culture in your training. Create full responses, including body language and other non-verbal indicators.

FACILITATING A SUCCESSFUL TRAINING

The success of this training is contingent on the extent to which the trainer can appropriately engage and challenge observers to learn a lot of new content in a short period of time. One of the ways trainers do this is by having observers immediately apply what they learn and discuss their findings with peers. However, having observers apply what they learn is not enough – the trainer must also check to ensure observers understand what's been covered before moving on to the next topic. This section focuses on three key strategies trainers can use to meaningfully engage and challenge observers: cold call, norms for discussion, and check for understanding.

COLD CALL

Definition

Randomly call on observers to answer questions, regardless of whether they've raised their hands. For cold calling to be effective, it must be predictable (used every day of the training), systematic (observers are equally called on, in the same manner), positive (not used to punish observers for not following along), and scaffolded (questions progressively get more challenging).

Rationale

Many observers neither participate, nor raise their hands; this often excludes them from the learning process. Cold calling observers forces the trainer to call on everyone, regardless of whether they've raised their hands. When implemented throughout the training, it has multiple advantages: 1) provides a gauge to tell if observers understand the difference between what they're being taught and what they're learning, 2) creates a fast-paced learning environment that keeps observers in suspense and ready to respond, and 3) increases the number of observers engaged and ready to answer.

Implementation Strategies

1. Random question selection

Randomly select observers to answer questions and participate in activities. This helps the trainer gather data on what they learn and what they are struggling with. This is done by creating a randomized list of the observers, who are pre-

sorted into groups, and checking off their names as they participate in activities and answer questions. Random selection ensures every observer is randomly called on throughout the training, regardless of whether they've raised their hands.

Put it in action:

First ask the question, then pause — allow observers time (\approx 3 seconds) to think before choosing someone to respond — then pick a name from the list and call it. This extra time allotment ensures every observer hears the question and begins preparing an answer, regardless of whether they're called on.

Watch it

See this in-depth [description](#) and [example](#) (from min 1.29) of cold calling.



2. Random reading selection

Randomly select observers to read segments from the manual. As one observer reads a short passage aloud, the other observers should follow along silently as secondary readers. To ensure everyone is following along, all observers must be kept in suspense as to who will read next.

Put it in action:

To successfully implement this strategy ...

- Ensure the reading passage is short (e.g., Instead of having an observer read the entire element, randomly select different observers to read each behavior).
- Keep the next reader unpredictable and succinctly transition from one reader to the next (e.g., Instead reading names of 4 names for 4 behaviors, say “we’ll now read through each behavior in this element. The expectation is for you to be ready to read at any point as I will randomly select readers in no particular order: “[Ellen,] please pick up behavior 1,” [Ellen reads behavior 1], “Amol, please pick up behavior 2,” [Amol] reads behavior 2).
- Increase the rigor by incorporating follow-up questions tied to the manual’s content (e.g., After 3 observers read a behavior [6.1], follow-up with a question from what was just covered in the manual. “Based on what we just learned, [Roberta], can you think of another open-ended question, aside from those listed as examples?”).

Application

The use of cold calling is crucial to maximize engagement, when might be a time to refrain from using cold calling?

DISCUSSION

Definition

Create an environment where observers are challenged to actively participate in all aspects of the training.

Rationale

Trainers have the arduous task of capturing and sustaining observers’ attention as they cover a vast amount of content over a short period of time. If observers are engaged and invested in the training, they will pay more attention, show interest in the content, and ultimately, perform better on the Reliability Exam.

Implementation Strategies

1. Discussion norms

To maximize time during the training and encourage meaningful discussions, it is important to normalize a set of ground rules for observers to follow when engaging with their peers.

General tips for engaging audiences:

- Project your voice, louder than normal!
- Don’t speak too fast
- Add inflection to your voice
- Never read from this training script!
- Look around at the entire room when you’re speaking
- Move around to engage and interact with the observers

Put it into practice:

Here are some recommendations for how to instill strong discussion norms ...

- Encourage observers to speak loudly, follow the speaker with their eyes, and use one another’s names during discussion.

- Ensure observers pay attention – both in whole group, small group, and in pairs – by asking follow-up questions, e.g. The trainer says, “Thanks for sharing why you think this behavior should be scored a 3, [Michael], do you agree or disagree with [Courtney]?”

2. Break it down

Provide more support at the beginning of the training — to build up individual skills — and progressively decrease support by adding on additional skills as the training progresses.

Put it into practice:

Here are some recommendations for how to break it down...

- When practicing coding areas on day one, begin by having observers jot down what they see. By the time you reach Socioemotional Skills, progressively challenge them to record their codes for each behavior.
- When reviewing the codes from the first few practice videos, do not have observers focus on recording their scores; instead, have them focus on taking high-quality notes and identifying behaviors. They should take notes individually and then discuss which scores to choose with a partner or in small groups.
- Once observers have demonstrated a basic understanding of the coding process, have them assign scores independently and discuss where they did well and where they need to improve with a partner or in small groups.
- Once observers have demonstrated an intermediate understanding of the coding process, have them assign scores and identify where they did well and where they need to improve, independently.

3. Turn & talk

Encourage observers to discuss complex questions in short, contained pair discussions.

Put it in action:

There are several steps the trainer can do to prepare for a successful T&T ...

- Set up partners beforehand so observers don't waste time trying to find someone with which to work. For the *Teach Primary* training, tables are arranged in groups of 4, which are given table names, denoted by a letter e.g., table A, B, C, etc. When observers arrive to the training, they are given a name tag with their name, a letter (which denotes their affiliated group), and a number between 1-4. This number is how groups are paired off for T&T activities. The trainer says, “Time for a T&T, I want all even numbers

to partner together and all odd numbers to partner together.”

- When planning the T&T, ask questions that have multiple correct answers to spur meaningful discussion, e.g. “What are some of the ways we might see teachers exhibiting gender bias? What are some of the ways teachers might challenge gender stereotypes?”
- Set a timer for [X] minutes so observers know exactly how much time they have to discuss a question.
- The trainer should end the T&T when observers are at the height of the discussion. This sustains interest in the whole group discussion and ensures observers will have insights to share and gain during the whole discussion.
- After the turn and talk, have observers debrief what their partner shared. This may involve one observer summarizing their partner's findings for the rest of the class.
- Circulate as observers are discussing to ensure they're participating in the discussion.

Watch it

See this in-depth [description](#) of what kind of questions you can prepare to create an effective T&T.



3. Everyone writes

When asking a challenging question, give observers a minute or two to write down their initial responses before asking them to share with their pairs, groups, or in whole group. By writing out their response, observers are more prepared to engage in meaningful discussion.

Put it in action:

Strategies for everyone writes include ...

- Circulate the room as observers are writing to take note of what they're writing down, which will help inform your post-writing discussion.
- Prepare the questions ahead of time, it helps to put the questions on a PowerPoint presentation, so observers know what they're responding to and how long they have to write.

Application

- Ask observers to brainstorm a T&T activity after reviewing the [Checks for Understanding] element. When would the

T&T happen? What questions would be asked? How much time would be given? How many students would you call on to share their answers?

- Create an everyone writes question to help observers better understand the [Social and Collaborative Skills] element. Now, do the same for an element of your choice. In either scenario, how many minutes would they have to write? What activity would they do after they write? Which follow-up questions would you ask after they provide their responses?

CHECK FOR UNDERSTANDING

Definition

Constantly gather information to verify whether observers understand what is being taught and immediately respond to their needs accordingly.

Rationale

Most observers will not be straightforward about what they do and do not understand – as such, it is the responsibility of the trainer to distinguish between *mistakes*, which result due to inattention or carelessness, and *errors*, which result due to an observer’s inability to perform or apply a learned concept with accuracy. Trainers must check for understanding to know exactly why observers make errors and what the root causes of their misunderstandings are. By collecting information on where observers are excelling and struggling, trainers can anticipate where observers are likely to make errors and prioritize what to teach based on that information.

Implementation Strategies

1. Reject self-report

Avoid asking observers rhetorical questions that have a predetermined or unidimensional answer, e.g., “does everyone understand?” or “is everyone following along?” Instead, opt for questions that have more than one answer and require observers to justify their scores, e.g. “What evidence did you draw upon to conclude [Facilitation of Learning] should be scored a 3?” or “How do you score a scenario where the teacher clearly explains content but does so incorrectly?”

2. Own & track

As observers’ code practice videos, have them keep track of how they scored in contrast to the master codes.

Put it in action:

Encourage observers to denote where they scored correctly and incorrectly by circling the correct answers with a different colored pen or highlighter. This will help both them and you track the behaviors they need to work on. This activity can be done by observers individually or as a whole group.

3. Exit ticket

This is an exam given at the end of each day to gauge what areas, elements, and behaviors observers understand and

Observer scores

0. Time on Learning - 1st Snapshot			
0.1 Teacher provides learning activity to most children	Y	Y	Y
0.2 Children are on task	H	H	H
0. Time on Learning - 2nd Snapshot			
0.1 Teacher provides learning activity to most children	Y	Y	Y
0.2 Children are on task	H	H	H
0. Time on Learning - 3rd Snapshot			
0.1 Teacher provides learning activity to most children	Y	Y	Y
0.2 Children are on task	H	H	H
1. Supportive learning environment	4	4	4
1.1 The teacher treats all children respectfully	H	H	H
1.2 The teacher uses positive language with children	H	H	H

where they need to improve upon in preparation for the Reliability Exam. For this exam to work well, it should be designed to yield data that can be used to inform the next day's instruction.

Put it in action:

Here are some examples of exit tickets that can be incorporated into your practice ...

- On day 2 and beyond, pull questions from the Quiz Item Bank in areas where observers struggled that day. This can be determined based on how they scored day 2 and 3 practice videos and how they performed on the practice exam.
- On day 2 and beyond, give observers a simulated practice exam. Plug the results into the Reliability Exam Excel to calculate who is reliable and who is not. After you've entered the data, the results will automatically populate the Excel file. Analyze the data to prioritize the elements where most observers are struggling for the next day's activities.

Teach Primary Practice Exam:

Scoresheets should be collected from observers after each practice exam. Input the data into the Reliability Excel to see where observers are struggling the most. Use this information to inform which elements and behaviors should be focused on to ensure all observers pass the Reliability Exam.

- **Master codes:** You first must ensure the master codes for each video are correctly entered in the excel.

Master codes

Elements / Behaviors	MASTER CODE		
	ROM_04_Syllables	NG_07_Colors	ROM_12_Counting
0. Time on Learning - 1st Snapshot			
0.1 Teacher provides learning activity to most children	N	Y	Y
0.2 Children are on task	N/A	H	H
0. Time on Learning - 2nd Snapshot			
0.1 Teacher provides learning activity to most children	Y	Y	N
0.2 Children are on task	H	H	N/A
0. Time on Learning - 3rd Snapshot			
0.1 Teacher provides learning activity to most children	N	Y	Y
0.2 Children are on task	N/A	H	H
1. Supportive learning environment	4	4	4
1.1 The teacher treats all children respectfully	H	H	H
1.2 The teacher uses positive language with children	H	H	H

- **Observer scores:** Afterwards, you're responsible for individually entering each observer's scores (by element and behavior) for each video that was watched as part of the practice exam. Always double-check that you're entering the codes in the same order as the master coded videos!
- **Reliability:** For each reliability video, the rows at the bottom of the table summarize the number of elements the observer was reliable on, the reliability passage rate, and if the observer passed or failed. The farthest righthand column summarize if the observer passed or failed, based on the aggregate of the three videos. It also indicates if the observers are systematically high (^) or systematically low (~), which can be used to guide instruction.

Reliability

N#3	Name1															TOTAL										
	V1					V2					V3					V4					V5					# Unreliable
	Mast	Coder	Diff.	Off	HL	Mast	Coder	Diff.	Off	HL	Mast	Coder	Diff.	Off	HL	Mast	Coder	Diff.	Off	HL	Mast	Coder	Diff.	Off	HL	
0. Time on Learning - 1st Snapshot	0	3	1		^	3	3	0			3	3	0													
0. Time on Learning - 2nd Snapshot	3	3	0			3	3	0			0	3	1		^											
0. Time on Learning - 3rd Snapshot	0	0	0			3	0	1		^	3	3	0													
1. Supportive learning environment	4	5	1		^	4	4	0			4	4	0													
2. Positive behavioral expectations	2	4	2	2	^	4	3	-1		~	3	3	0													1
3. Lesson Facilitation	4	4	0			4	4	0			4	4	0													
4. Checks for understanding	5	5	0			5	4	-1		~	5	5	0													
5. Feedback	2	2	0			4	1	-3	-3	~	3	2	-1		~											1
6. Critical Thinking	4	4	0			3	4	1		^	4	4	0													
7. Autonomy	5	3	-2	-2	~	2	2	0			3	3	0													1
8. Perseverance	3	3	0			3	2	-1		~	2	2	0													
9. Socioemotional skills	4	3	-1		~	2	1	-1		~	1	3	2	2	^											1
Time on Task reliability						1					1															
# Elements w/in 1						7					8											1				
% Reliability						80%					90%											87%				
Pass?						Pass					Pass															

How do you help observers who don't pass the first exam?

- **Review the master codes with the observers as a group**, emphasize the behaviors and elements that the observers got incorrect. Re-watch the confusing parts of the video, if needed. Whether you watch the video or not, you should explicitly outline why an element is scored a certain way by clearly connecting the score and what's written in the manual to the evidence in the video.
- **Review the master codes with the observers individually** by scheduling debriefing sessions with those who were reliable on 30% of the elements or less.
- **After a practice exam, address major mistakes by re-teaching the elements and behaviors observers got wrong**, assigning additional questions as homework, and/or incorporating them in the next day's 'do now' activity. Content for these activities can be pulled from the *Annex* of this training manual, which includes detailed terminology, guiding questions, a real-life example bank, and an explanation of how observers typically perform on this element. Reviewing the elements provides observers with additional opportunities to practice, discuss, and clarify the areas they don't fully understand.

What is reliability and how do I tell if an observer is reliable?

To pass, observers need to be reliable, which means they must be within +/- 1 point of the master code for 8 out of the 10 elements (or 80% of the time; Time on Learning is considered one element) in each of the 3 reliability videos. The table below (and the 'summary by coder' tab) summarizes the result of individual coders' reliability for each video by element. The first column of each video is the master code; the scores assigned by the observer are in the second column; the third column shows the difference between the master codes and the observer's codes. For the Time on Learning element, the difference is either 0 if the scores are the same or 1. For the other elements, it is the absolute difference. For the Time on Learning element, participants are considered reliable if they are in exact agreement with the master score for 2 out of the 3 snapshots. For the nine other elements, the difference must be between -1 and 1 to be considered reliable. If the difference is greater than that, the fourth column will show the same number as the third column. The fifth column (HL) will have ^ if the observer scored higher than the master code, and ~ if it is lower.

Teach Primary Training Day 1

WELCOME AND INTRODUCTIONS

[20 mins]

[Before observers arrive, arrange the room so that they are seated in groups of 4. Ideally, each group of 4 should be seated at an individual table with a clear view of the screen. The room should be arranged in such a way that the trainer can walk freely between tables to monitor all observers. Each group of 4 will be ascribed a table name, denoted by a letter e.g. table A, B, C, etc. Even if tables are immobile or arranged in rows, observers should still be arranged into groups of 4.]

Upon arrival, each observer is given a packet that contains the manual, extra scoring sheets, and pencils and highlighters [where applicable]. The observer package also contains a name tag with the observers' name, a letter (which denotes their affiliated group), and a number between 1-4.

As observers arrive, give them their packets and instruct them to sit with their pre-assigned groups. If preparation is not possible, consider having them count off as they arrive and have them group at different tables or have nametags with numbers prepared that correspond to different tables. Ideally, each group will have 4 observers (5, if necessary). After obtaining their seats, observers should begin the Do Now (DN) activity, which will be projected on a slide. Ask observers to begin writing down their responses to the welcome activity as they wait for the session to officially begin.

Note: For any activity – including, but not limited to, do now (DN), turn and talk (T&T), everyone writes (EW), exit ticket (ET), it's important to maximize time by projecting a timer on the board (we recommend setting the timer for the total minutes needed for the activity and having it countdown as time passes; it is also important to use a timer during breaks so observers know exactly how long they have before the break ends). The recommended times these activities should last are noted in the script; however, use your discretion for a given length if observers need more time to discuss or grasp a concept.

WELCOME ACTIVITY

Welcome to the *Teach* training! Please settle in and write down answers to the following questions:

- 1 What is your background in education?
- 2 What are your goals or expectations for the training?
- 3 What are your hobbies or interests?

Welcome everybody, my name is _____, and I am _____.

[Give background of who you are and your relationship to the tool]

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

Teach Primary

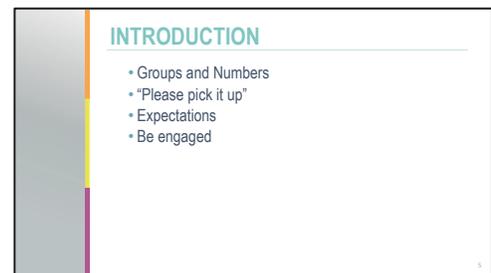
WORLD BANK GROUP

Today, we will use the questions that were on the screen when you arrived to begin introducing ourselves to one another and get to know one another a little more. We will then spend most of the day studying the tool and to work towards reliably coding classroom observations with *Teach Primary*.



This training is designed to be interactive and engaging. We'll have lots of opportunities for participation so please be engaged and ask questions.

You'll all notice you have a group and a number on your name-tag. You should already be sitting with your group. I will call out numbers throughout the training for our Turn and Talks, or pair discussions so please remember your number.



Please be attentive and follow along in your manual. I will regularly call on different people to read, every time I will tell you to "please pick it up" be ready to participate. The idea is for you all to be attentive and ready to respond at any point in the training. I may switch readers mid-paragraph to keep you on your toes! You should also always have your manual, paper, and a writing utensil out as I may call on you to write out your thoughts instead of answering verbally. As you saw when you walked in, you may also find brief activities on the board for you to complete between breaks and at the beginning of sessions. Please complete these activities quickly and quietly to keep our training running smoothly and on-time. The quality of this training depends on your active participation!

Please notice the poster over here. This lists our main expectations for the training. By following these guidelines, we hope to have a fun and effective training.

[CC observers to read each of these out]:

- Listen to all who speak with respect and attentiveness
- Actively participate in all activities and discussions
- Refrain from using your laptop and phone (unless asked)
- Always have your manual and a pen/pencil
- If you have a question, raise your hand and ask us! 🙋

In addition to these general expectations, we hope you all feel comfortable participating in the discussion and openly sharing your thoughts, questions, and opinions. Remember, you can only learn if you put yourself out there, so challenge yourself to ask questions, even if you think the answer is obvious! Chances are, most other people have the same question but are too scared to ask!

Relatedly, this will be a lively and active training! It is our expectation that you participate in all the discussions. Make sure to speak loudly when you participate, and use one another's names during discussions.



[This activity is an ice-breaker that uses the thoughts they generated from the questions on the screen when they arrived. Each group of 4 is tasked with sharing their answers from the DN]

You will have [5] minutes to share what you wrote down in the opening activity. Then, as a group, figure out three things you have in common with the other people in your group. For instance, you all may be allergic to peanuts or speak 3 languages. This could be something you didn't write down ahead of time but do reference what you wrote to give you some ideas. After you discuss I will give each group 2 minutes to share.

WELCOME ACTIVITY

Welcome to the *Teach* training! Please settle in and write down answers to the following questions:

- ① What is your background in education?
- ② What are your goals or expectations for the training?
- ③ What are your hobbies or interests?



[As the groups are working, monitor the observers to make sure they are on-task and to remind them of time. If everyone is finished before the [5] minutes are up, end the activity early and have each group share their findings. For this training to be a success, it is important to set clear expectations, ensure all observers are on task, and effectively manage time.]

Now we'll have each group share something you discovered you had in common. This should be brief, and each group should take no more than 2 minutes. Let's have group B start.

[Cold Call (CC) each group to share what they learned about one another. After everyone has finished continue ...]

Thank you all for sharing about yourselves. Now that we all know one another a little bit I hope you'll feel comfortable asking questions or commenting on confusing content throughout the training. You have already met your small groups for today. Also remember to make note of your number (on your nametag) as I will call out numbers for pair discussions throughout the training.

PURPOSE OF TEACH PRIMARY

[5 mins]

Let's start by giving a little background on this tool. Has anyone ever used a classroom observation tool before?

[Ask for a show of hands. May also ask for volunteers to share which tool they have used if relevant]

2. OVERVIEW

The purpose of this tool is to help observers identify effective teaching practices through the lens of the tool. The goal of this tool is to objectively identify teachers' strengths and weaknesses so that they can improve their teaching in a way that helps students obtain a better education.

Regardless of whether you've used other tools, you can successfully learn to use *Teach Primary*. This tool was specifically designed to be used by people with a range of backgrounds. To succeed, you do not necessarily need to be a teacher or have any specific background or education, you simply need to complete this training and pass the Reliability Exam.

PURPOSE OF THE TOOL

- Identify strengths and diagnose areas for improvement
- Provide guidance to teachers about how they can improve their teaching practices to help students obtain a better education

⁴Over the next several days, you will learn the specifics of the tool and become proficient at using it to code videos of classroom segments. Today, we will go through the tool in its entirety and tomorrow and Thursday we will begin practicing and coding videos together to give you a feel for *using* the tool. Next, we will have a Training of Trainers Day. Finally, on Monday we will have the Reliability Exam and certification.

To pass the Reliability Exam, you must be "reliable" on the tool. In a little bit, I'll explain what we mean by reliable and what exactly you need to do to pass the test. Before that, let's talk about how you use to tool code classroom observations.

If you have any questions about a section throughout the training, please raise your hand before I move onto the next slide.

TRAINING AGENDA

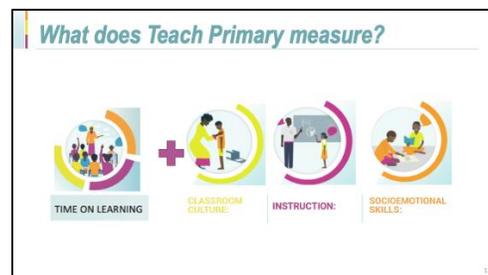
- | | |
|---|--|
| <p>Day 1</p> <ul style="list-style-type: none"> > Overview of the instrument <ul style="list-style-type: none"> • Procedures • Reliability • Note-taking > Review areas and elements | <p>Day 3</p> <ul style="list-style-type: none"> > Field day > Debrief about field |
| <p>Day 2</p> <ul style="list-style-type: none"> > Video practice | <p>Day 4</p> <ul style="list-style-type: none"> > Practice for reliability exam > Use of the tool <p>Day 5</p> <ul style="list-style-type: none"> > Reliability exam > Certification |

TEACH PRIMARY OVERVIEW

[5 mins]

Please turn to Page 8 in the manual.

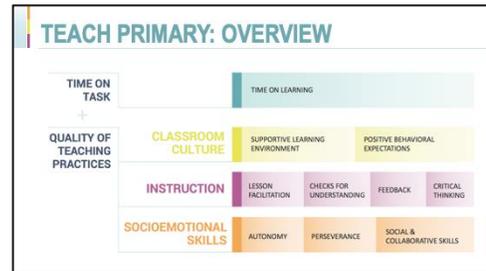
As you can see, the tool has 10 elements that are organized into two components.



⁴ Note, this slide is for example purposes and should be updated to reflect the needs and schedule of the training.

The first component, Time on Task, is low-inference, meaning it is scored simply as Yes/No depending on if the teacher is providing a learning activity and the number of students who are on task. The second component is high-inference. These elements are more nuanced as they are scored on a 1–5 scale. They are organized into three areas.

The Time on Task component has one element. Please pick it up...



[CC the name of an observer by picking a random name out of a hat or a list of observers' names in random order; observer reads Time on Learning]

TOL records if the teacher is providing a learning activity and if students are engaged. The Quality of Teacher Practices component has nine elements which are divided into three areas: Classroom Culture, please pick it up...

[CC two observers – pick two names and transition when desired]

Each area has corresponding elements and each element has corresponding behaviors that are observed and used to code classrooms and teachers. We can consider these three areas as three broad buckets. Within each bucket there are elements that each contain observable behaviors.

Before we discuss each of the elements and their respective behaviors, we first need to understand what reliability is and how we will use the tool.

TEACH PRIMARY PROCEDURES FOR CODING

[20 mins]

Reliability

Have you ever wanted to lose or gain weight? How do we measure whether you've gain or lost weight?

[CC an observer to respond (a scale)]

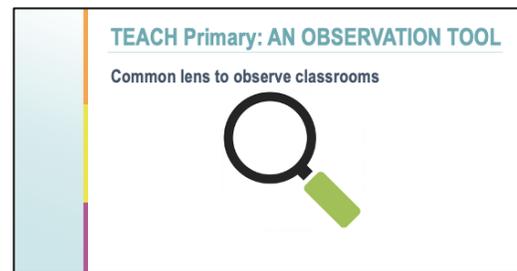


A scale measures whether you've lost or gain weigh – it's difficult to gauge the nuance of weight loss if you don't have a way to measure it. First you need a scale in kilos or pounds. What happens if I get on the scale and it says 60, and then I get on again and it says 100, how will I know my real weight? I won't. *This scale is not reliable.* I need a scale that consistently gives me a reliable weight. When we think about our role as *Teach Primary* coders, we want to think of ourselves as trustworthy and reliable scales. We all need to learn how to code classrooms using the tool in a consistent way so that if we were to observe the same teacher in the same moment, we would come to the same conclusion or "measurement." This will ensure we are interpreting and using the tool consistently.

This is a challenging concept to convey – see this [video](#) of Carolina Melo Hurtado, Teach Primary trainer and content developer, explaining the concept from a previous Teach Primary training.



Instead of thinking of it as a scale, we should think of *Teach Primary* as a lens to observe the classroom. The tool refers to specific language and terminology of behaviors we will see in the classroom. Instead of just saying the teacher is "good," the tool allows us to identify cores for any particular element, which gives us a specific measurement. To better understand this idea of the lens, let's watch a short video.



[Play this 1:00 minute [video](#).

Ask, "Did you notice the disappearing basketball net or stall changing colors?"



When we are focusing on one element closely, we only see what we are looking for or what is familiar to us. For those of us focused intently on how many passes were made, we missed dressed up polar bear entirely.

We will now have a quick Turn and Talk (T&T). If you're a number 1, partner up with number 2, and if you're a number 3, partner up with number 4 in your group. Discuss with your partner how what you saw (or didn't see) is related to observing a lesson through the lens of a classroom observation tool. You have [90] seconds to discuss with your partner.

[T&T: Give observers 1.5 minutes to discuss with their partner. CC 3 observers to share what their partner said with the whole group. Whole group discussion should not exceed 3 minutes]

Perhaps you have had the experience of not noticing someone standing by you and then you jumped when you noticed they were there. When you are focused on a specific task, it can be hard to notice anything outside of that task.

Similarly, when you are observing a classroom, what should you look for? Do you pay attention to the teacher, the students, the board, the noise outside the classroom? There can be a lot going on so it's important that we all understand what exactly we're looking for to correctly score classrooms. For instance, if you and I both sit in the same classroom, we should agree on scores and how we value what we observe. If we don't both use the same lens, or if we are not both reliable and using the same tool, we will only observe what is familiar to us or what we value. In this training, we will learn how to calibrate our own lens to become reliable using the lens of the *Teach Primary* observation tool.

One of the challenges in coding with classroom observation tools is that everyone has their own experience with education. We all went to school, even if we have not studied education, we at least have the perspective of our time as a student and who we thought was a good teacher. Overcoming these pre-conceived notions of

who is an effective teacher is a challenge, but for the *Teach Primary* tool to work properly, everyone must put aside their pre-conceived notions and use the tool to measure in the way in which it was designed. Doing so will help you pass the Reliability Exam at the end of this training and become effective field coders.

Common Challenges for Observers

There are enemies of reliability, as you can see on Pages 15-16 of the manual, such as previous experiences and personal beliefs that lead people to think they know what teachers should do. That is a tendency we all have, and we need to be aware of the challenges and identify them so that we do not fall subject to justifying our observations with previous or additional information we may have. Here are some common challenges. Please pick it up...

[CC 6 observers to read the 6 Common challenges in classroom observations from pg. 15-16 of the manual. Remember, when CC'ing multiple names, don't read all the names at once. It is most efficient to pick all of the names you'll need for a section and read them as each new paragraph comes up to keep the observers alert.]

Thank you. Being aware of these challenges will help all of you become reliable with the tool so that you may successfully pass the Reliability Exam.

CHALLENGES FOR OBSERVERS:

RELIABILITY / OBJECTIVITY

"The Enemies of Reliability"

- > Personal experiences
- > Using additional information
- > Comparisons
- > Separating elements
- > Weight of specific events or first impressions
- > Central tendency

Note-taking

Please turn to pg. 13. As discussed before, to be reliable, two observers should come to similar scores from watching the same classroom segment. Note-taking is crucial for reliability as it documents everything that happens in a 15-minute observation. These notes are used as evidence for *Teach Primary* scores and serve as reference points for what occurred during the observation. Since the notes help remind us what happened when we are ready to score, it is important to be as detailed and descriptive as possible.

Consider the following scenarios:

- The teacher is respectful with students
- The teacher says, "thank you" and "please" and calls 6 students by their name.

Which is more precise and why?

[CC an observer]

Yes, the second scenario is more precise as it sites specific phrases from the teacher and how many students s/he called upon.

Why did the first example fall short?

[CC an observer]

The first example contains an opinion and no evidence. When taking notes, we don't want to make judgments about the teacher's actions; instead, the goal of note-taking is to objectively document what is observed. Thus,

NOTE-TAKING

<p>ENSURES RELIABILITY</p> <ul style="list-style-type: none"> > Observers watching the same classroom get similar scores > Helps to remember behaviors observed > Provides evidence for the scores <p><i>Which one is more precise?</i></p>	<p>DETAILED AND DESCRIPTIVE</p> <ul style="list-style-type: none"> > The teacher is respectful with students > The teacher says thank you and please and calls 6 students by their names
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the more specific and literal we are with what the teacher says and what happens in the classroom, the better our scores will be.

Everyone has their own system of taking notes – ultimately, you should use the strategy that best helps you remember what happened during the observation.

There are many ways to take notes; however – like in the scenario we discussed before – some are better than others.

[Point to table]

Here are some note-taking methods we recommend. Notes should be specific and provide evidence for where behaviors fall on the quality range. Let's consider these techniques: please pick it up...

[CC 4 observers to each read one of the note-taking techniques on pg. 13]

- **Scripting:** writing down the exact quote of a teacher or a student can help you remember what happened as you're scoring.
- **Tallies:** counting what occurs, such as the number of times a teacher uses student names, asks thinking questions, or uses positive language, is especially helpful for behaviors where frequency is a factor.
- **Short-hand:** using abbreviations, symbols, and letters can help you write faster and makes it possible to document more of what you're seeing.
- **Anecdote:** writing focused summaries of what you saw or heard will help you later when coding.

Remember to use some of these techniques: exact quotes, tally marks, short-hand, and anecdotes when developing your note-taking skills — this will help in assigning scores to the behaviors and elements. While these techniques are commonly used by certified *Teach Primary* observers, some people prefer to write down everything that happens verbatim. Find what works for you!

TECHNIQUE	WHAT IS OBSERVED	WHAT IS WRITTEN
SCRIPTING: After a lesson on forming past tense sentences, the teacher asks students to relate the current lesson to a previous one on action verbs by forming a sentence using both strategies. She asks, "Who can take an action verb from yesterday and create a past tense sentence?" A student raises her hand and responds, "Anna jumped over the puddle."		T: Who can take an action verb from yesterday and create a past tense sentence? S: Anna jumped over the puddle.
TALLIES: Throughout the lesson, the teacher says "very good" 8 times in response to student participation and answers.		"Very good" / / / / / / / /
SHORT-HAND: The teacher reviews a student's paragraph and provides feedback by saying, "Great job on the first paragraph. The way you open with a personal story is very compelling."		FB- T: opening paragraph is compelling; C: personal story
ANECDOTES: At the start of an activity, the teacher asks if everyone has a notebook. Six students raise their hands to indicate they do not. The teacher continues teaching at the board. Meanwhile, 3 students are playing with a ball of paper and distracting others.		6 No no book; T cont. teaching at board; 3 No playing (disruptive)

Assigning scores

The details how to score will be covered later in the training, however, generally speaking, the elements in the two components are scored slightly differently. The first element, Time on Learning, simply records whether the teacher provides a learning activity for most students and, if so, whether students are on or off task. The behaviors in the other 9 elements are each scored along a range of Low, Medium, or High. They are then translated into an element score, which is on a scale of 1–5.

ASSIGNING SCORES	
TIME ON LEARNING	
0. TIME ON LEARNING	
0.1 Teacher provides learning activity to most students	1st Observer (1-5m) Y N N Y N N
0.2 Students are on task	N/A L M H N/A L M H N/A L M H

This is the scoresheet.

[Point to the score sheet on the screen]

Note the space on the back of the sheet for note-taking.

Let's focus on the front page – Next to each behavior, there are boxes for Low, Medium, High and a space on the right to document the final scores. *Every behavior needs a quality range and every element needs a final score.* Failing to complete all the quality ranges and final scores will lead to inaccurate results, it is very important to meticulously document the quality ranges and final scores. We recommend starting with the first behavior, reviewing our notes to find the evidence we saw for that particular behavior and working our way down to the other elements.

We'll practice assigning scores later in the training. We'll learn how to assign behavior quality ranges before going over the area of Instruction and we'll learn how to assign element scores before going over the area of Socioemotional Skills.

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ASSIGNING SCORES						
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 student needs				N/A		
1.4 The teacher does not exhibit bias and challenge stereotypes in the classroom				L	M	H
2. POSITIVE BEHAVIORAL EXPECTATIONS						
	1	2	3	4	5	
2.1 The teacher sets clear behavioral expectations for classroom activities				L	M	H
2.2 The teacher acknowledges positive student behavior				L	M	H
2.3 The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior				L	M	H
3. INSTRUCTION						
3.1. LESSON FACILITATION						
	1	2	3	4	5	
3.1 The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives				L	M	H
3.2 The teacher explains content using multiple forms of representation				L	M	H
3.3 The teacher makes connections in the lesson that relate to other content knowledge or students' daily lives				L	M	H
3.4 The teacher models by modeling or thinking aloud				L	M	H

Observer certification and the Reliability Exam

Observers must pass the Reliability Exam to conduct *Teach Primary* classroom observations. The idea behind the Reliability Exam is to ensure only observers who received proper training and adequately understand the tool become field coders to ensure all *Teach Primary* scores are reliable. Although the path to reliability is challenging, we feel confident that, so long as you put your best efforts forward, every one of you will pass the exam and become certified *Teach Primary* trainers.

CERTIFICATION AND RELIABILITY EXAM	
Exam:	> Code three, 15-minute videos
Reliable observer:	> Time on Learning: 2/3 exact agreement with master codes
	> 9 elements of Quality of Teacher Practices: within 1 point of the master codes
Results:	> Exam passed: reliable on 8 elements
	> Second attempt: 3 extra videos
	> Second exam failed: no certification

The exam consists of watching and assigning codes for three, 15-minute videos. For the Time on Task component, you are considered reliable if you are in exact agreement with the master score for 2 out of the 3 snapshots.

For the 9 elements in the Quality of Teacher Practices component, a reliable score is that which is within one point of the established “master code” for each element. “Master codes” are scores that have been agreed upon by the *Teach Primary* team. They are considered the “right” answers to our practice videos and Reliability Exam videos. For example, if the master code is a 3 and you score a 2, 3, or 4, you will be considered reliable for that element.

To pass the Reliability Exam, you must be reliable on 8 out of the 10 elements for each of the three videos. For example, if you score 100% on the first video, 100% on the second video, and 70% on the third video, you will not pass the exam. If you don't pass on your first attempt, we will give you feedback and will give you another chance to pass the exam. The retake exam will include a distinct set of three videos. If you do not pass the exam on your second attempt, you will not be considered a certified *Teach Primary* observer and will not be able to conduct *Teach Primary* classroom observations.

The best way to pass the exam? Always remember to refer to and read the manual!

[Ask if anyone has clarifying questions based on all the content that was covered.]



We will now have a quick pop-quiz before learning the details about the tool. Please write the answers to the questions on a piece of paper.

[Everyone writes (EW): Set the timer for 3.5 minutes, have observers answer the following questions independently and on a sheet of paper.

After the 3.5 minutes is up, give observers 2 minutes to discuss their responses in their group of 4.

After the group discussion concludes, CC 3 observers to answer each question. Follow-up by asking if there were any major disagreements in the group.

1. *Personal experiences, additional information, comparison, separation of elements, weighing of specific events or first impressions, and central tendency*
2. *Specific, evidence-based notes*
3. *Element score is a number that culminates the behavior scores, which are ranges (Low, Medium, and High)]*

POP QUIZ

Questions:

- >What are two challenges to reliability and how might they influence your reliability?
- >While everyone has their own style of taking notes, what characteristics make good notes?
- >State a difference between element and behavior scores.

OBSERVER MANUAL

We've just reviewed the basics of reliability, common challenges when conducting classroom observations, procedures for coding, and the Reliability Exam. We will now review each of the tool's components and elements.

[General training tip – it is important to circulate the room during this portion of the training, as a lot of material is covered in a short period of time. When observers are working on a task, such as a do now or writing activity, scan to see their responses so that it can inform what you say next.

It's also important to avoid asking rhetorical questions e.g. "does everyone understand?" or "is everyone following along?" and to allow observers time (~ 3 seconds) to think before answering a question.

3. OBSERVER MANUAL

Measuring Time on Task — Time on Learning

[25 mins]

There are two components in the *Teach Primary* tool, the first is low-inference and captures the time teachers spend on learning and the extent to which students

TEACH PRIMARY: FRAMEWORK



are on task. The second component captures the quality of teacher practices that help develop students' socioemotional and cognitive skills. We will start with the first component, Time on Task, and its one element, Time on Learning.

Throughout this portion of the training, I will choose a name to read the sections of the manual out loud. Please follow along to actively participate in reading and discussions.

Remember, if during this process, you call on an observer and they lost their place, don't use this as an opportunity to publicly shame and embarrass them. Instead, give the observer 30 seconds to find their place and if they are unable to, put their name back into the hat and call another observer.



Open the manual on pg. 23. Throughout the manual you will see that some of the behaviors have little question marks next to their numbers, as 0.1 and 0.2 do. This means there is a Frequently Asked Question for that behavior. As you are reading the manual descriptions and assigning scores, remember to check the FAQ pages for guidance. The FAQs will provide additional insights when assigning quality ranges and final scores.

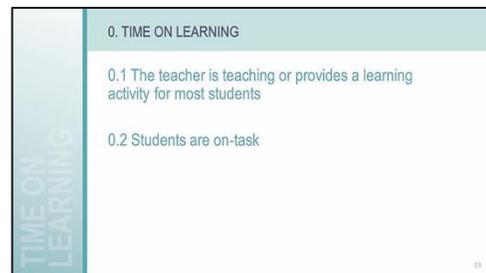
Please pick it up...

[CC 1 observer to read TOL overview]

Thank you.

TOL is scored as three snapshots spaced throughout the classroom observation.

Each snapshot is a 1–10 second scan of the classroom, which is gathered in the first 10 seconds of minute 4, 9, and 14. Snapshots should take as little amount of time as possible and might take up to 10 seconds, depending on how long it takes to count the off-task students. Only information gathered during the snapshot is used to code the two behaviors in this element.



Please pick it up...

[CC 2 observers to read 0.1; one will read 'learning activities' and the other will read 'non-learning activities.']

Thank you – for this first behavior, you simply circle Yes or No for each snapshot, depending on whether the teacher is providing a learning activity to most students or not.

0.1

[If students are transitioning from one activity to the next, would this be considered a learning or non-learning activity? How do you tell if the learning activity has ended?]

Give observers 3 minutes to discuss with their group. Member #4 is responsible for recording responses, member #1 is responsible for sharing with the class if their group is called on.

Call on two groups to share their responses (whole group sharing should not exceed 2 minutes)]

As we can see by the 0.1 in the manual, there is a small question mark icon next to the behavior, which means it has an associated FAQ. Although we will read *some* of the FAQs today, you will be responsible for studying all of them tonight in preparation for a quiz we will have tomorrow morning.

Let's turn to pg. 45 and read FAQ 0.1a.

[CC an observer to read FAQ 0.1a]

0. TIME ON LEARNING

Questions:

- If students are transitioning from one activity to the next, would this be considered a learning or non-learning activity?
- How do you tell if the learning activity has ended?

Discuss - Member #4 is responsible for recording responses, member #1 is responsible for sharing with the class if group is called on

0. TIME ON LEARNING

0.1 The teacher is teaching or provides a learning activity for most students

YES NO

- > Learning activities include any activity that is related to class content, regardless of its quality.
- > If the teacher leaves the classroom but still provides students with a learning activity then that would still count as a learning activity.

- > Non-learning activities include any activity that is not related to class content including classroom management activity such as taking attendance or disciplining students, or any other activity that leaves students waiting.
- > Basic classroom processes such as getting materials ready for a lesson, transitioning to a new activity, or completing administrative tasks may be prolonged.

Students off task: This includes students who are not participating in the learning activity provided by the teacher either because they are quiet but distracted, or because they are disrupting the class.

0.2

The score for 0.1 will influence how we score behavior 0.2. If the teacher does not provide a learning activity, then behavior 0.2 will be scored N/A. If the teacher does provide a learning activity then 0.2 will be scored a High, Medium, or Low.

[CC an observer to read 0.2. After the observer is done reading, ask "how would you keep track of whether students are on task or off?" Utilize wait time when asking this question to ensure all observers have time to think. Then CC an observer to respond]

To gauge if students are on or off task, scan the room from left to right and count the number of students that seem to be on or off task at that given moment. Refrain from re-counting the same part of the room. Remember to pay special attention to 'off task' behavior. When observing a live classroom, students who turn around to look at you are considered off task. If this happens, make sure you don't move around to get a better view of the room as this could create more of a distraction for the students.

0. TIME ON LEARNING

0.2 Students are on task

LOW MEDIUM HIGH

- > 6 or more students are off task.
- > 2-5 students are off task.
- > All students are on task, though one student may be off task.

Students off task: This includes students who are not participating in the learning activity provided by the teacher either because they are quiet but distracted, or because they are disrupting the class.

As we mentioned earlier, Time on Learning is different from the other parts of the tool. For this element, three "snapshots" are taken over the course of a 15-minute segment. A 'snapshot' records what is happening in the classroom when the snapshot is taken. While you are observing, you will need a stopwatch, phone, or wristwatch to measure when the segment begins, ends, and to keep track of when to take the snapshots. Just a note, if you *do* use your phone, make sure it is on silent and ensure it does not ring or vibrate during the session to avoid disrupting the students.

ASSIGNING SCORES

TIME ON LEARNING

- > Observers will take 3 snapshots (1-10 seconds scans) and code using only information gathered during the snapshots
- > At each snapshot observers need to record if the teacher is providing a learning activity (Yes or No) and how many students are engaged

Looking at the graphic on the screen or on the scoresheet, you will see the first snapshot should be taken at the beginning of minute 4 of the segment, the second snapshot at the beginning of minute 9, and the final snapshot at the beginning of minute 14.

TIME ON LEARNING PRACTICE													
6. TIME ON LEARNING													
0.1 Teacher provides learning activity to most students													
0.2 Students are on task													
		1 st Snapshot (4m)			2 nd Snapshot (9m)			3 rd Snapshot (14m)					
		Y	N		Y	N		Y	N				
		N/A	L	M	H	N/A	L	M	H	N/A	L	M	H

At each snapshot, we will score whether the teacher provides a learning activity or not (behavior 0.1). If the teacher provides a learning activity, then scan the room from left to right and count the number of students that appear to be off task (behavior 0.2).

Unlike the other elements, final scores do not need to be assigned for this section. Simply mark Yes/No and indicate how many students are off task on the score sheet. After observing the segment, you will not need to go back to this element.

Let's practice with a few short videos to see how this looks in practice. We will watch three, 20-second clips and discuss our findings after each one. I will start the video, we will watch 10 seconds to get the idea of what is happening, and then we will code the snapshot. Therefore, we will code the snapshot on second 10, remember to keep an eye on the clock.

TIME ON LEARNING PRACTICE

Watch
the first 10
seconds

Practice
coding 0.1
and 0.2

Input your
codes and
discussion



[Play video: Time on Task]

Let's do a quick check, raise your hand if you scored "Yes," the teacher provided a learning activity.

[Notice who raises their hands]

Now, raise your hand if you scored "No," the teacher did not provide a learning activity.

[Notice who raises their hands]

If you score No for 0.1, does that influence how you score 0.2?

[CC 1 observer, who should answer – yes it does have an influence, it would be scored as N/A. If they get it wrong, ask for a volunteer to help.]

For those of you who said Yes for 0.1, if you scored a Low, please raise one finger, if you scored a Medium, please raise 2 fingers, and if you scored a High, please raise 3 fingers. Who did you see that was off-task?

[CC 2 observers; use the opportunity to ensure observers are correctly marking learning activities and off task behavior]

TIME ON TASK: SHORT CLIP 1

TIME ON LEARNING



In this clip, there is no learning activity provided behavior 0.2 is scored N/A. Let's watch two more clips.



[Play video(s): Watch two more videos (video 2 and video 3) following the same pattern to give students the opportunity to practice].



TIME ON TASK PRACTICE: ANSWERS			
	SHORT CLIP 1	SHORT CLIP 2	SHORT CLIP 3
0.1	N	Y	Y
0.2	N/A	H	M



[Throughout the training, there is a review activity that is designed to encourage participation and provide the opportunity for immediate practice and feedback. To conduct this activity, first, ensure all observers have a printed activity sheet. Observers should write their names on it and identify behaviors for each of the scenarios mentioned throughout the training. Instruct the observers to not start completing the content until you indicate to. The answers will be reviewed immediately after the scenarios and observers should use a separate mark (square) to denote the correct answers, score their scenario, and not remove their original answers. Remind the observers not to cheat or change their answers and to work independently. After the last scenario (before the Socioemotional Skills video), collect all the completed sheets to help make any needed adjustments during Day 2].

Throughout the training, I'll give you scenarios that will require you to identify evidence for each element and the behaviors that correspond to it. Each scenario will have evidence for the element we just learned. You should underline the evidence and indicate which behavior it corresponds to. For example, if you see evidence for behavior 0.1 you would underline that and write "0.1" beside it. If there is also evidence for 0.2 then you would write underline that and write 0.2. Once we are finished, we will debrief the answer and I'll ask you to use a square or a separate color to identify the correct evidence if you made a mistake. *Please resist the temptation to just change your score if you got something wrong!* – mistakes are great because they give us an additional learning opportunity. Understanding your mistakes is an important part of the learning process!

Also, please don't look at other observer scores! For this scenario remember to think about both 0.1 and 0.2 and underline the behaviors for which there is evidence. Consider the following scene: Please pick it up...

[CC and observer to read the scenario on the slide]:

Take one minute to underline the evidence and identify behaviors, keep your scores to yourself and don't look at other observers' sheets. Once you are finished please put your pencil on the desk to indicate you're finished. Underline the evidence you see and indicate for which behavior it is evidence.

[Set the timer for 1 minute (for observers to answer). Then, give observers 1.5 minutes to share their responses with the other members at their table].

Let's review the answers now.

[CC an observer to share what they got for 0.1, then reveal the answer on the slide. CC another observer to share what they thought for 0.2. If there is a lot of confusion, lead a brief discussion to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes].

Let's continue with the second component, Quality of Teaching Practices.

REVIEW ACTIVITY – SCENARIO 1



Students are supposed to be quietly solving problems the teacher has written on the board. Maria is looking out the window while two of her classmates whisper together.

> Write down which behaviors are present in your notes



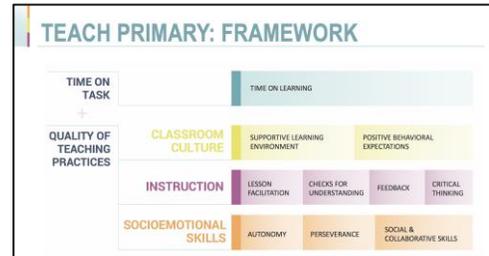
Measuring Quality of Teacher Practices

A. Classroom Culture [5 min]

[20 mins]

For the remainder of today's training, we'll focus on learning the 9 elements in the Quality of Teaching Practices component.

First, let's take a look at Classroom Culture with its two elements: Supportive Learning Environment (SLE) and Positive Behavioral Expectations (PBE).



Classroom Culture focuses on the extent to which teachers create a positive environment for learning. It captures whether they create a supportive learning environment for students and how they manage student behavior through positive behavioral expectations.



1. Supportive Learning Environment

[20 mins]

The first element in Classroom Culture is Supportive Learning Environment (SLE). Let's read the definition at the top of the page. Please pick it up...

[CC an observer to read the SLE definition]



Thank you. As you can see, the behaviors under SLE are as follows: the teacher treats all students respectfully, the teacher uses positive language with students, the teacher responds to student needs, and the teacher does not exhibit gender bias and challenges gender stereotypes in the classroom.

A. CLASSROOM CULTURE		1. SUPPORTIVE LEARNING ENVIRONMENT
		1.1 The teacher treats all students respectfully
		1.2 The teacher uses positive language with students
		1.3 The teacher responds to students' needs
		1.4 The teacher does not exhibit gender bias and challenges gender stereotypes in the classroom

- 1.1 Let's look at the first behavior, 1.1 — the teacher treats all students respectfully. Let's start reading from the High level and then move towards Low. Please always read the description, the behavior ranges, and the examples. Please pick it up...

[CC and observer to read 2.1]

Given this description, do you think a teacher must use students' names to treat students respectfully?

[WT. CC an observer to answer]

Note the question mark icon, there is an FAQ we'll read on pg. 45. Please pick it up...

[CC an observer to read FAQ 1.1]

Thank you. The High means the teacher explicitly exhibits signs of respect and does not exhibit signs of disrespect, such as yelling, scolding, or ridiculing students. At the medium level, the teacher is somewhat respectful, which means that they do not exhibit disrespectful behaviors, but they also do not exhibit explicitly respectful behaviors. At the Low level, teachers may yell, shame students, or give physical punishment. Turn and talk with your partner (even #'s partner with odd #'s) – What might be some ways a teacher might show students respect?

[T&T: Give observers 1.5 minutes to discuss with their partners. CC 1 observer to share their thoughts. Ask for a volunteer to agree or disagree with what the first observer said.]

If observers are struggling with this, remind them that every culture has different ways of showing respect. How do teachers demonstrate respect in your culture? Think about how they would treat an important guest at the school, etc. help them think not only about the way people "normally" treat students, but how they show respect in general]

Remember, during an observation, you will take detailed notes. You will then look at these definitions to assign the behavior range that best fits the segment — High, Medium, or Low.

A. CLASSROOM CULTURE		1. SUPPORTIVE LEARNING ENVIRONMENT
		1.1 The teacher treats all students respectfully
LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> • Yelling • Scolding • Shaming/ridiculing • Physical punishment 	<ul style="list-style-type: none"> • Ignoring some students • Does not explicitly scold or ridicule students 	<ul style="list-style-type: none"> • Calling students by their names • Saying "please" and "thank you" • Never yelling, scolding or ridiculing students

- 1.2 Now onto the definitions for behavior 1.2. This footnote mentions that only verbal *language* is counted here.

What does this mean? If students clap after one of their fellow students gives the correct answer, would this be considered evidence toward this behavior? Why or why not?

[CC an observer to answer (no)]

What if the students clap after the teacher says, "let's give a round of applause" would this count as evidence of the teacher using positive language? Why or why not?

[CC an observer to answer (yes, because the teacher verbally told the students to clap)]

A. CLASSROOM CULTURE		1. SUPPORTIVE LEARNING ENVIRONMENT
		1.2 The teacher uses positive language with students
LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> > Does not use positive language with students 	<ul style="list-style-type: none"> > May infrequently use some positive language such as "good work" or "well done" but infrequently 	<ul style="list-style-type: none"> > Consistently uses positive language with students such as "great job" and "you are a well-behaved group of students".

Remember, we need follow these rules and definitions in the manual to ensure we all code reliably using *Teach*. Please pick it up...

[CC an observer to read 1.2]

If the teacher tells students “great job” three times in a lesson, would we consider that teacher to ‘consistently’ use positive language?



[T&T: Give observers 30 seconds to discuss this point and 2 minutes to read FAQ 1.2b with their partner.]

Consider, what might be some examples of positive phrases the teacher may use? Are there types of language that carry more weight than others? Take two minutes to discuss this with your group (call on #2 in each group to share findings, #3 should be responsible for taking notes).

[CC 2 groups to debrief. Use this discussion to help observers understand that while there is “generic” positive language, such as “good job” and “well done,” a phrase such as, “you really mastered this skill and should feel proud of the work” carries more weight than others and using such language only a few times could lead to a high score.]

When taking notes on this behavior, we recommend using a tick mark on our observation sheet near this behavior. Depending on how many times a teacher uses positive language and the quality of that language, behavior 1.2 will be scored High, Medium, or Low. As mentioned in the FAQ, if the teacher does not use positive language, it will be Low, if the teacher uses generic positive language 1–4 times it is generally a Medium, and if the teacher uses generic positive language 5 or more times it’s generally High. Remember, this behavior does not mention how “nice” the teacher is, but the extent to which the teacher uses positive language with students to build a Supportive Learning Environment.

Let’s move on to the next behavior.

1.3 The next behavior is 1.3 – also, remember to read the footnote. Please pick it up...

[CC an observer to read 1.3]

Looking at the behavior in the manual and thinking about what you might see in the classroom, what do you think are some examples of student needs? Turn and Talk with your partner for 2 minutes, read the FAQs on Pages 45-46 if you need some ideas.



[CC 2 groups to debrief. Use the discussion to ensure the observers understand the footnote and that student needs are considered any observable emotional, material, or physical need.]

A. 1. SUPPORTIVE LEARNING ENVIRONMENT		
1.3 The teacher responds to students' needs		
LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> Is not aware of students' needs Does not address the problems at hand Ignores students' problems 	<ul style="list-style-type: none"> Superficially addresses the problem without solving it 	<ul style="list-style-type: none"> Responds to students' needs in a way that specifically addresses the problem at hand

We are aware that not all segments will have observable student needs, if there are no observable needs seen in a given segment, we’d mark this behavior as N/A.

Just a few reminders about marking a behavior as N/A:

- If we mark a behavior as N/A then it will not affect the score.
- We should always score every behavior and every element and only select N/A for the behaviors that have it as an option on the scoring sheet.

[CC observer (no, it does not have an N/A option).]

- 1.4 This is the last behavior in this element. Again, let's always include footnotes. Please pick it up...

[CC an observer to read 1.4]

Please note that this behavior is split into two parts: 1.4a Gender Bias and 1.4b Disability Bias. For each part, you are to read the Low, Medium and High definitions and look for observable behaviors that demonstrate Gender and Disability Bias. For each part, note the Low, Medium and High definitions and look for observable behaviors that demonstrate Gender and Disability Bias. For example, to score this item a High, observable evidence in the classroom should show that the teacher does not exhibit Disability or Gender Bias AND challenges at least one stereotype in the classroom. If there is no explicit evidence of gender or disability bias and no evidence of challenging gender or disability stereotypes, then this behavior would be scored a Medium. This behavior is scored a Low when there is explicit evidence of gender and/or disability bias or stereotype reinforcement in the classroom, such as when the teacher only calls on boys to participate, states that girls can't be doctors, or pointedly excludes students with disabilities.



It's important to note that teachers can challenge stereotypes in non-verbal ways as well. For example, if it is countercultural for boys to clean the board, and the teacher calls on a boy to clean the board, that would be evidence toward a High score. Because of the influence of cultural factors on Supportive Learning Environment, we carefully consider the country context when coding this behavior. Practically, this means that for each country implementing Teach, the master codes for the Supportive Learning Environment Element have been screened by a diverse group of master coders, including coders who can speak to the country-specific context. As potential future trainers this is a behavior that you will want to be screened or reviewed by counterparts from the country where *Teach Primary* will be applied. Please remember that you will need to consider the ratio of boys to girls when considering if all genders have equal opportunity to participate.

What are some of the ways we might see teachers exhibiting **gender bias**? What are some of the ways teachers might challenge gender stereotypes?

[T&T: Give observers 2 minutes to discuss with their group. Each group should have a list of at least 3 ways teachers could exhibit gender bias and 3 ways to challenge gender bias. Member #3 is responsible for taking notes and member #4 is responsible for sharing with the class if their group is called on.]

It's important to note, teachers can challenge gender stereotypes in non-verbal ways as well. For example, if it is countercultural for girls and boys to be sitting next to one another or for boys to clean the board, and the teacher creates these situations, it is considered evidence toward this behavior.]

If the class is all girls, how would this behavior be scored?

[CC observer to answer (N/A)]

What are some of the ways we might see teachers exhibiting **disability bias**? What are some of the ways teachers might challenge disability stereotypes?

[T&T: Give observers 2 minutes to discuss with their group. Each group should have a list of at least 3 ways teachers could exhibit disability bias and 3 ways to challenge disability bias. Member #3 is responsible for taking notes and member #4 is responsible for sharing with the class if their group is called on.]

Congratulations – you've successfully completed your first element! We will now watch a short video to practice identifying behaviors. Recall what we learned earlier about note-taking and take notes on what you observe in this clip. After we watch the videos, we'll share our observations. Don't worry about assigning scores, just try to write down what you see in detail.

A. 1. SUPPORTIVE LEARNING ENVIRONMENT		
1.4 The teacher does not exhibit bias and challenges stereotypes in the classroom		
LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> Exhibits explicit gender/disability bias or reinforces stereotypes. Provides unequal opportunities for one gender to participate in the classroom. Has low or unequal expectations for students based on their gender or ability. 	<ul style="list-style-type: none"> Does not exhibit gender or disability bias in the classroom but does not challenge gender or disability stereotypes either. 	<ul style="list-style-type: none"> Treats all genders and students with disabilities with equal regard AND challenges gender and/or disability stereotypes in the classroom. Provides all students with equal opportunities to participate in the classroom. Has high performance expectations of all students regardless of gender or ability. Uses examples and explanations that challenge stereotypes.



[Play video – Supportive Learning Environment: Practice Video]

What did you observe during this segment?

[As the video is playing, S&S the room to see what observers are taking note of. Instead of CC'ing, choose 2 observers who did an exemplary job to showcase what they did well. Provide positive and specific feedback on what they did well (e.g. "I see [name 1] wrote down what happened in the classroom verbatim. Also, [name 2] had tally marks denoting how many times the teacher used positive language, great job!]

A. 1. SUPPORTIVE LEARNING ENVIRONMENT: PRACTICE VIDEO



Click to watch the SLE Practice Video



Let's have #1 partner with #4 and #2 partner with #3 to brainstorm these 3 questions to discuss the evidence for the various behaviors seen in the video. In addition to comparing your findings, discuss with your partner: 1) What makes sense to you/what did you get? What is still confusing? After reviewing your partner's responses, is there anything important you missed/didn't take notes on in the video?

A. VIDEO 1. SUPPORTIVE LEARNING ENVIRONMENT

- The teacher treats all students respectfully. He uses names a few times and he says "thank you" and "please." He does not scold, yell at, or ignore any students (1.1).
- The teacher uses some positive language by saying "well done" once (1.2).
- The teacher promptly responds to students' needs by making sure that everyone has a book and asking students to share the material. Particularly, he says "If you don't have the book you may see it from your colleagues", "Which desk doesn't have a book?", "Let's borrow Aurelio's book", "Let's see if we can borrow Batista's book" (1.3).
- The teacher does not exhibit bias but does not challenge stereotypes either (1.4).

[T&T. Use a timer to give observers 3 minutes to discuss SLE while you circulate the room to monitor the discussions. CC 3 observers to share one thing their partner missed or found confusing.]



If time permits or observers seem to be struggling with this topic, have them complete this review activity. It is recommended this be used as a DN after a short break.

[When you return from break], underline the evidence and note to which behavior it is connected. As TOL is a separate component we will only score the behaviors in this component, so look for evidence for behaviors 1.1, 1.2, 1.3, and 1.4 and we'll review.

Please pick it up...

A. REVIEW ACTIVITY – SCENARIO 2

In an English class on Helen Keller the teacher says, "Write one thing you learned in your notebook" A student says, "I don't have a pencil" and the teacher hands him one. Later, the teacher calls on a student to share who says, "You can still have a successful life even if you're blind." The teacher responds, "Thank you Nura, good job. Although people have different abilities and are different genders we can all achieve great things."

[CC observer to read from the slide after everyone returns from the break:]

In an English class on Helen Keller the teacher says, "Write one thing you learned in your notebook" A student says, "I don't have a pencil" and the teacher hands him one. Later, the teacher calls on a student to share who says, "You can still have a successful life even if you're blind." The teacher responds, "Thank you Nura, good job. Although people have different abilities and are different genders, we can all achieve great things." Let's review the answers now.

[CC an observer to share the first evidence they saw, then reveal the answer on the slide. Do the same for the remaining behaviors. Lead a brief discussion to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes]

Would we also count the student who says "you can still have a successful life even if you are blind" as evidence for 1.4? Please keep in mind it's a student who says this, not the teacher, so this would not be considered an example of behavior 1.4b

1.4 Teach Primary Scoring Process for Behavior 1.4

[CC an observer to read 1.4]



One last thing about Supportive Learning Environment - you may have noticed on your observation sheet that because 1.4 is split into two parts, 1.4a Gender Bias and 1.4b Disability Bias, there is a different scoring process than the other behaviors in the tool. For now, we'll focus on learning and mastering the different behaviors. In Module 3, we'll practice scoring elements and learn more about the special scoring process for 1.4.

2. Positive Behavioral Expectations

[20 mins]

The next element is Positive Behavior Expectations (PBE). We'll go through the same process we just did for SLE.

[CC an observer to read the definition for PBE]

This element has three behaviors. I'll take a turn and read the behaviors. The three behaviors are: the teacher sets clear behavioral expectations, the teacher acknowledges positive student behavior, and the teacher redirects misbehavior and focuses on the expected behavior rather than the undesired behavior.

2.1 Let's start with behavior 2.1. Please pick it up...

[CC an observer to read behavior 2.1]

The first thing we want to see is the teacher setting clear behavioral expectations. Sometimes teachers set rules at the beginning of the year and sometimes they will set expectations for each activity. For example, some activities should be completed silently while others may have specific expectations for how students

LOW	MEDIUM	HIGH
> Does not set behavioral expectations for classroom tasks and activities	> Sets unclear or superficial instructions for classroom activities	> Sets clear behavioral expectations for all classroom activities

should work together, raise their hands when they are done, etc. There also may be classrooms where we don't see the teacher setting behavioral expectations, but we can tell the students know how they are expected to behave.

Please look again at the footnote and remember how misbehavior is defined as indicated by the *Teach Primary* tool. If a student is not being disruptive, does not distract other students, and does not upset the teacher, is the student considered well-behaved? Give a thumbs up if you think yes and a thumbs down if you think no.

[Have observers give thumbs up or thumbs down depending if they agree or disagree]

It is also important to note that we are not measuring if the students follow clear behavioral expectations in behavior 2.1. 2.3 focuses on how teachers deal with behaviors. However, *this* behavior may still be High if students misbehave, provided the teacher sets clear behavioral expectations throughout the class.

2.2 The second behavior states the teacher reinforces positive behaviors by acknowledging students who behave well.

For behavior 2.2, please pick it up...

[CC an observer to read]

Let's consider two examples:

"Thank you for raising your hand as I asked" and "You're behaving well."

Which of these two examples is more specific? Why?

[CC an observer to answer]

If the teacher sets clear behavior expectations (2.1), but the students do not follow the expected behavior and misbehavior happens, what does the teacher do? Let's find out.

A.		2. POSITIVE BEHAVIORAL EXPECTATIONS		
CLASSROOM CULTURE	2.2 The teacher acknowledges positive student behavior			
	LOW	MEDIUM	HIGH	
	<ul style="list-style-type: none"> > Does not acknowledge student behavior that meets or exceeds expectations 	<ul style="list-style-type: none"> > The teacher superficially acknowledges the behavior 	<ul style="list-style-type: none"> > Specifically acknowledges student behavior that meets or exceeds expectations 	

2.3 For behavior 2.3, please pick it up...

[CC an observer to read]

Remember to read the footnote and follow the *Teach Primary* definition of misbehavior. No matter how well or poorly you think the students behave, it's important we follow the manual. There are also several FAQs for this behavior. What is the difference between focusing on the misbehavior and focusing on the expected behavior?

[CC an observer to answer]

Great, thank you. We're now going to watch a similarly short video and take some notes. Don't worry about also taking notes for SLE, just try to focus only on PBE for now.

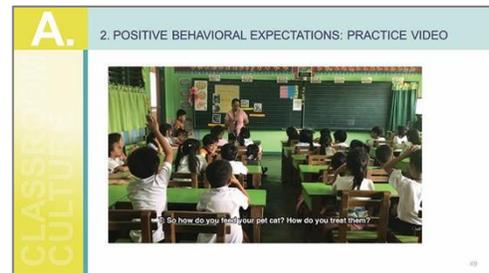
A.		2. POSITIVE BEHAVIORAL EXPECTATIONS		
CLASSROOM CULTURE	2.3 The teacher redirects misbehavior and focuses on the expected behavior, rather than undesired behavior			
	LOW	MEDIUM	HIGH	
	<ul style="list-style-type: none"> > Focuses on misbehavior rather than the expected behavior > Ineffectively redirects misbehavior 	<ul style="list-style-type: none"> > Redirects misbehavior by focusing on positive behavior, but only superficially and in a confusing manner > Redirects misbehavior effectively by focusing on the misbehavior 	<ul style="list-style-type: none"> > Effectively redirects misbehavior by focusing on positive misbehavior which is very specific > Students are well-behaved throughout the lesson 	



[Play video – Positive Behavioral Expectations: Practice Video]

What did you observe?

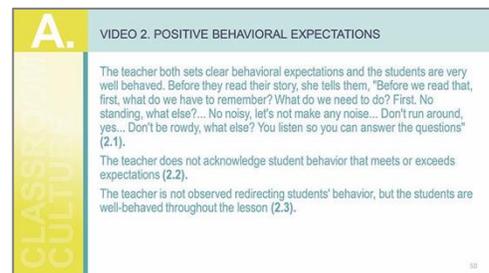
[CC observers to share their notes and what they observed. Give positive feedback for observers who took notes with frequency counts and specific evidence. When discussing these findings, use language from the manual as much as possible.]



[If time permits and observers seem to be struggling with this topic, have them complete this review activity. It is recommended this be used as a DN after a short break.]

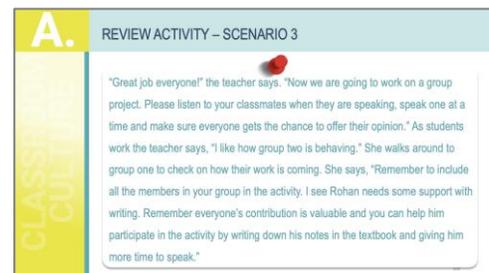
[Before allowing observers to go on break, CC 2 observers to name the seven behaviors learned so far. If someone mentioned TOL remind them that we are only identifying evidence for the behaviors in this component for the game.]

Underline the evidence and note to which behavior it is connected. Since TOL is a separate component we will only score the behaviors in this component, so look for evidence for behaviors 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 and we'll review.



[When they've returned from break, CC an observer to read from the slide:

“Great job everyone!” the teacher says as the students complete a quiz. “Now we are going to work on a group project. Remember to listen to your classmates when they are speaking, you should speak one at a time and make sure everyone gets the chance to offer their opinion.” During the group project the teacher says, “I like how group two is behaving.” She walks around to group one to check on how their work is coming.]



Remember, underline the behaviors and write which behavior they provide evidence for.

[CC an observer to share the evidence they saw. Afterwards, reveal the answer on the slide. Asks other observers to identify behaviors the first observer may have missed. Lead a brief discussion to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes]

Classroom Culture Video

[10 mins]

Classroom Culture is a small area with only two elements. As you watch this 5-minute clip, look for evidence of all the behaviors in this area. As you watch the video, take detailed notes on *all* the behaviors we covered. Once we watch the video, you will have 5 minutes to discuss evidence of behaviors in your small groups. Let's watch the video.



[Play video: Video of Classroom Culture]

What did you observe? Please engage in brief discussion with your small groups to share the evidence you observed. Do not worry about assigning scores just yet, but first simply analyze and agree on what evidence is present for the behaviors in the tool.



[Set timer for 5 minutes – let observers know that member #2 is responsible for recording responses, member #3 is responsible for sharing with the class if their group is called.

As the timer counts down, tell observers at minute 3 to try to map their observations to the elements and behaviors. CC 2 groups to share before revealing the slide with the mapped behaviors]

CLASSROOM CULTURE

A. Video of Classroom Culture:

>Watch the video

>Take notes as detailed as possible

>Small group discussion





Let's review what we identified and what we may have missed. During this time the members of your group should be reading the slide to see what you all caught and what you missed. Can I have volunteer group who found something particularly confusing?

[WT, Lead a brief discussion on the evidence for the various behaviors seen in the video. If no one volunteers, CC a group]

While it is completely normal to struggle with placing behaviors in the right place as we begin coding, we *must* prevent our preconceptions from affecting the scores. Remember to always refer back to the manual and take detailed notes.

Congratulations, you've learned one area of the *Teach Primary* tool! When we return, we will talk about assigning behavior quality ranges and will move onto the second area, Instruction.

CLASSROOM CULTURE

A. Video of Classroom Culture:

- The teacher is respectful with all students by using names when addressing students and never scolding or yelling at the students (1.1).
- The teacher uses positive language by saying "very good" and instructing the class to clap for their fellow student by saying, "lets give him three claps" (1.2).
- There are no observed student needs, when the teacher does mention what students can do if they do not have a whiteboard, this is not addressing an actual need as there is no student need apparent (1.3).
- The teacher provides equal opportunities for both genders and does not present any implicit bias. However, she does not challenge gender stereotypes (1.4a).
- There teacher does not show any bias against students or persons with disabilities but does not challenge disability stereotypes either. (1.4b)

Assigning Behavior Quality Ranges

[5 mins]

Now that we've learned to observe and take notes on behaviors, we will learn how to assign behavior quality ranges. After the video is over and as you review your notes, it is crucial to always refer to the manual. Let's open the manual to Instruction on pg. 29. Each behavior has a High, Medium, and Low description, which we've already learned from reviewing Classroom Culture. When you are ready to assign behavior quality ranges, make sure you read your notes and compare them to the descriptions in the manual. This will be similar to mapping the evidence to various behaviors.

When assigning scores, remember that it is crucial to adhere to the manual as closely as possible, regardless of whether you agree with it. After *reading* the descriptions for High, Medium, and Low, *assign* a quality range (High, Medium, or Low) for *every* behavior. The only exceptions here are 4 behaviors, three of which we have already seen: 0.2, 1.3, 1.4, and 4.2, which can be scored as non-applicable (N/A) N/A is never used for the other behaviors. Behaviors scored as N/A should not influence the element score.

TEACH Primary: QUALITY RANGES

- Each behavioral marker has 3 quality ranges: Low, Medium and High.
- These include detailed descriptions and examples that will allow the observer to decide the quality range for each behavioral marker.
- Review FAQ

1	2	3	4	5
LOW	MEDIUM			HIGH

If you need to change a score on the sheet, make sure to completely erase your original mark. You can also cross out your original response if it's not possible to erase it. The final score should be recorded in the right column.

See pg. 9 for an example of a correctly filled-in score sheet. Double-check that each behavior has a clearly assigned quality range and every element has a final score.

TEACH Primary: QUALITY RANGES

2. POSITIVE BEHAVIORAL EXPECTATIONS

	1	2	3	4	5	#
2.1 The teacher sets clear behavioral expectations for classroom activities and/or routines	L	M	H			H
2.2 The teacher's expectations of concepts and/or learning activities is clear	L	M	H			L
2.3 The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior	L	M	H			M

Remember to always use the score sheet *and* manual when observing. Even if you know the tool very well, it is always important to use the manual when you observe and code. Every classroom is different. As such, it is important to constantly refer back to the descriptions and examples in the manual to ensure reliability.

If I L, L, M, N/A – what would my overall element score be? (2) What if I have a H, H, L? (4)

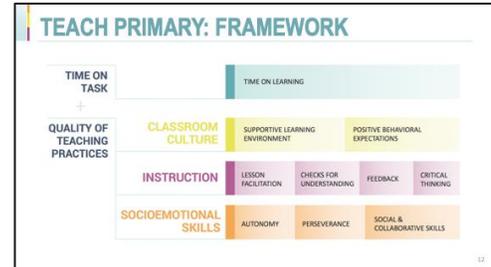
[CC two observers to gauge how well they understand. If both observers get these wrong, demonstrate a few more examples]

We will discuss assigning the element score before we talk about the final area, but for now, let's continue with our review of the second area — Instruction.

B. Instruction

[5 mins]

Instruction is the second area in the Quality of Teacher Practices component.



This area has 4 elements: Lesson Facilitation, Checks for Understanding, Feedback, and Critical Thinking. The behaviors in this area help us observe what the teacher does to promote deep and meaningful learning and understanding.

Let's return to the manual and open to pg. 29.

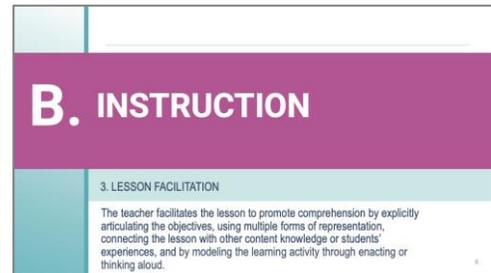


3. Lesson Facilitation

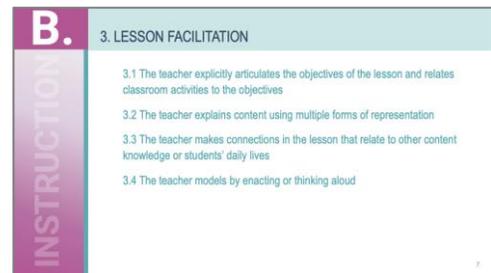
[25 mins]

The first element is Lesson Facilitation or LF, which has four behaviors. Let's read the definition. Please pick it up...

[CC observer to read overview]



These four behaviors are all aligned at observing what the teacher does to promote comprehension. The teacher should explicitly articulate the specific objective of activities in class. Teacher's content explanations use multiple forms of representation, and the teacher makes connections in the lesson that relate to other content knowledge or student's daily lives. Finally, the teacher models by enacting or thinking out loud.



3.1 And to read 3.1, please pick it up...

[CC an observer to read 3.1]

For the purpose of *Teach Primary*, the lesson objective should be explicitly stated or written and the activities should align with the stated objective. As we can see, both the statement (which can be verbal or written) as well as the lesson activities matter for this behavior.

What is the difference between the Medium and the High? For example, if the teacher says, “Today the topic is verbs” would that be considered Medium or High? Why?”

[CC an observer to answer. Make sure they note that in the High the lesson objective is specific, explicitly stated, and aligns with the lesson activities]



The teacher explains a broad lesson objective and it can be inferred from the lesson, would this be scored as a high or medium, why?

[T&T: Tell observers to choose a partner in their group to answer this question. Give observers 2.5 minutes to chat. After the T&T, CC two observers to share what their partner thought the answer was.]

The lesson objective communicates to the students what the purpose of the lesson is. Remember, regardless of whether you are getting these right, it's important to remind yourself of the importance of trying and putting forth effort.

Let's look at the next behavior.

B.		3. LESSON FACILITATION		
3.1 The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives				
INSTRUCTOR		LOW	MEDIUM	HIGH
		<ul style="list-style-type: none"> The teacher does not state or write the lesson objective, nor can it be inferred from the lesson activities. 	<ul style="list-style-type: none"> The teacher either explicitly states and/or writes a broad lesson objective OR the objective is not explicitly stated and/or written, but can be inferred from the lesson activities. 	<ul style="list-style-type: none"> The teacher explicitly states and/or writes a specific lesson objective (i.e. a learning goal) and the lesson activities align to the stated objective.

3.2 On to 3.2, please pick it up...

[CC an observer to read 3.2]

What if the teacher explains content clearly; but the explanation s/he gives is incorrect. How would this be scored?

[CC an observer to respond, then CC another observer to read FAQ 3.2b]

Do note, this behavior is only about how many forms of representation are used to explain content, not on whether the content is accurate. For instance, if the teacher gives a clear definition of a verb, it could be scored a High, even if the definition is incorrect (a word used to describe a person, place, or thing). It's important for you to score based on whether the explanations are clear and easy to understand. To code this behavior correctly, it may help to think of a problem from the student's perspective: *If you were a student in the class, would you understand?* To code this behavior, we must ask the question “What do we mean by forms of representation?” Please turn to FAQ 3.2a in your manual on page 47. Now reflect on your experiences from the classroom while teaching or observing and jot down two examples of multiple forms of representation.

[EW: Give observers 2 minutes to read the FAQ and jot down their answers. Then provide an additional 2 minutes for them to discuss their responses with their group]

Now read FAQ 3.2b and reflect on your examples. The next behavior relates to how the teacher helps students learn with meaningful content.

B.		3. LESSON FACILITATION		
3.2 The teacher explains content using multiple forms of representation				
INSTRUCTOR		LOW	MEDIUM	HIGH
		<ul style="list-style-type: none"> The teacher explains content using ONE form of representation Content is simply not explained 	<ul style="list-style-type: none"> The teacher explains content and/or provides learning activities using TWO forms of representation 	<ul style="list-style-type: none"> The teacher explains content using THREE or MORE forms of representation

3.3 Behavior 3.3, please pick it up...

[CC an observer to read 3.3]

We see that this behavior has FAQs, please turn to Page 48 and read FAQ 3.3a and 3.3b. Afterward, take two minutes and jot down, what is considered a meaningful connection? Record the 2 criteria and provide 2 examples. You'll have 2 minutes.



[EW: Give observers 2 minutes to read the FAQ and jot down their answers. Then provide an additional 2 minutes for them to discuss their responses with their group]

Remember, connections can be to daily life or prior content knowledge. Let's turn to the final behavior in LF.

B. 3. LESSON FACILITATION

3.3 The teacher makes connections during the day that relate to other content knowledge or students' daily lives

LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> The teacher does not connect learning activities to other content knowledge or students' daily lives 	<ul style="list-style-type: none"> The teacher makes superficial, confusing or unclear connections to other content knowledge or students' daily lives 	<ul style="list-style-type: none"> The teacher makes meaningful connections to other content knowledge or students' daily lives

B. 3. LESSON FACILITATION

3.3 The teacher makes connections during the day that relate to other content knowledge or students' daily lives

- Read behavior 3.3 and FAQs 3.3a and 3.3b
- Afterward, take two minutes and answer this question: What is considered a meaningful connection?
- Record the 2 criteria and provide 2 examples in the linked form

3.4 Last behavior for LF, please pick it up...

[CC an observer to read 3.4]

What is modeling?

[CC an observer to guess]

Modeling is the act of demonstrating through words and/or actions a procedure or skills that students will be asked to perform. It's a concept that can be difficult for some people to identify.

Let's turn to the FAQs on Page 49. Consider these questions with your group, you will have 5 minutes to answer each question. Nominate a member of your group to share your findings with the class, someone else should record the findings.



[Small group (4-5 people) discussion. Give groups 5 minutes and monitor the room as they're discussion. Allow 2 minutes for sharing by randomly calling on groups to offer their thoughts]

B. 3. LESSON FACILITATION

3.4 The teacher models by enacting or thinking aloud

LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> The teacher does not model 	<ul style="list-style-type: none"> The teacher partially models 	<ul style="list-style-type: none"> The teacher completely models the learning activity by enacting all parts of the procedure OR by enacting the procedure AND thinking aloud

B. 3. LESSON FACILITATION

3.4 The teacher models by enacting or thinking aloud

- 1 A complete model includes enacting and thinking aloud through the entire procedure
- 2 Modeling can occur at any point during the observation
- 3 Teachers may co-construct a model with students such as solving an equation on the board

- Can modeling occur at the end of class? [A: Although modeling can happen at any point during the segment, for an act to be considered modeling, students should have the opportunity to practice a similar activity, or it should be evident that they will practice in the near future]
- What is the difference between a process and a thinking skill?
- Does the teacher show how to perform the task, or give verbal explanations to the thinking skill?
- Give an example of a teacher giving an instructional explanation. Then change the scenario to make this an example of a teacher modeling.]

If you're having trouble understanding modeling, ask yourself: "What is the task or learning activity the teacher wants students to do? If it's to write sentences, did the teacher model the entire process? If it's a math problem, did s/he model the thinking process?" If the answers to these questions are yes, how would these be scored?

[CC an observer to answer (yes)]

Those are all four of the behaviors for LF. We will now watch a short video. Again, we will practice taking notes and will share what we observe.

This time we will work together as a whole group after the video to assign some quality ranges for each of the behaviors.



[Play video: Lesson Facilitation Practice Video]

Let's share evidence of what we saw and try to assign quality ranges. [Insert Name] could you share which behavior ranges you assigned for the first behavior?



[CC an observer to share evidence they observed for the first behavior. After observers share their ideas, ask follow-up questions, such as: "Do others agree?", "Why?", "Who disagrees and why?"]



Considering this evidence, which behavior quality range we should assign? Please raise one finger if you think it should be Low, two fingers if you think Medium, and three fingers if you think High.

[Have observers vote and count which receives the most scores. Help guide the group to the correct answer as they share evidence, but do not tell them the answer. The point is to get an idea of how well they're understanding so that you know what you need to clarify moving forward. Follow the same procedure for all four behaviors]

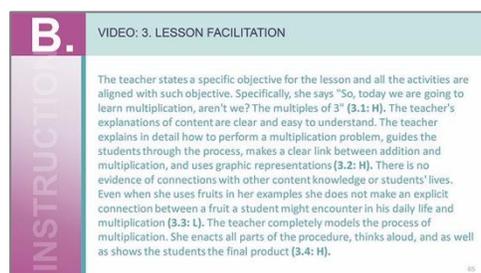
Great discussion, let's have a look at the master code to what the behavior ranges are. [Insert Name], would you remind us of the scores that we agreed upon?

[CC observer to respond]



What do you think we did well? What did we miss?

[CC observers to lead a brief discussion on the evidence for the various behaviors seen in the video and the scores assigned. Focus on behaviors they missed. During discussion, try to avoid simply answering observers' questions. Instead, encourage other observers to take the role of the teacher and try and help explain the justifications to one another]



Here's a scenario for the review activity. We will only consider the behaviors in this area. As we've only learned LF at this point it will only be about the four behaviors we just learned.



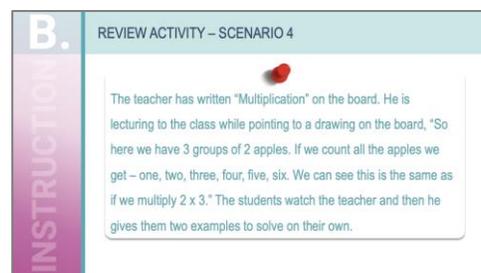
[CC an observer to read from the slide:

The teacher has written "Multiplication" on the board. He is lecturing to the class while pointing to a drawing on the board, "So here we have 3 groups of 2 apples. If we count all the apples we get – one, two, three, four, five, six. We can see this is the same as if we multiply 2×3 ." The students watch the teacher and then he gives them two examples to solve on their own.

Take one minute to underline.

[Use your timer to set 1 minute]

Let's review the answers now.



[CC an observer to share the first evidence they saw, then reveal the answer on the slide. Do the same for the remaining behaviors. Lead a brief discussion if necessary to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes]

We will now move to the next element, Checks for Understanding (CFU).

4. Checks for Understanding

[25 mins]

Let's read the element definition. Please pick it up...

[CC an observer to read overview of CFU]

We have three behaviors here, please pick it up...

[CC an observer to read slide]

4.1 Thank you. Now let's read the descriptions for 4.1. Please pick it up...

[CC an observer to read 4.1]

How do I know what constitutes an “effective” check for understanding? Specifically, what’s the difference between a Medium and a High? Everyone please take two minutes to write down your thoughts and then we’ll read then I’ll call on you to share.



LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> The teacher does not ask questions/prompts students at all When she does, the class responds in synchrony, which is accepted without further clarifying for understanding 	<ul style="list-style-type: none"> The teacher uses questions, prompts, or other strategies that are effective at determining only a few students' level of understanding 	<ul style="list-style-type: none"> The teacher uses questions, prompts, or other strategies that are effective at determining most students' level of understanding

[Give observers 2 minutes. CC a few observers to share and CC an observer to read FAQ 4.1b]

With that in mind, how about another example of a High for 4.1? Who would like to suggest something we could do to effectively check the understanding of everyone in this group? I'll wait a moment to call on someone so you can think.



[WT – CC a volunteer observer to come up to the front to lead the activity. Have them share their idea of how they could check the understanding of the group. They may do a general “temperature check” on the whole tool, a specific topic, or a specific behavior. Have the volunteer share their idea before they begin so you can ensure it would indeed be a High CFU. If it is not,

help them/get the group to help them think about how they could make slight modifications to improve it and bump it up to a High. Some ideas:

- Have the volunteer create an example scenario for a particular behavior and have observers raise their hands to indicate if they think it's a Low, Medium, or High.
- Have them create a True/False statement about some item in the tool and have observers give a thumbs up/thumbs down if they think the statement is true or false.
- Ask a question with a short answer, such as, "what is one way a teacher could demonstrate respect" and have observers write down their answers on a piece of paper and hold them up for the volunteer to observe]

Everyone did a really nice job participating, thank you! Please give our volunteer teacher a round of applause for his/her great CFU! Notice that while the teacher does need to be able to see/obtain the information on student understanding this behavior does not measure whether or not the teacher *does* anything with that information.

Let's look at the next behavior.

4.2 4.2, Please pick it up...

[An observer reads 4.2]

[Insert Name], do you notice or remember what is a little bit different about this behavior?

[CC an observer to answer]

This is one of the three behaviors for which N/A is an option. When might we use N/A?

[CC observer to answer: When there is no observable independent/group work]

If there is no observable independent or group work, then this behavior is scored N/A. If there is any independent or group work then the segment *must* fit into one of the High, Medium, or Low behavior ranges.

What if the teacher circulates the room and monitors most students for half the time, but then for the other half of the time the teacher leaves the classroom or is sitting at their desk grading papers. Raise one finger if you think it would be a Low, two fingers if you think Medium, and three fingers if you think High.

[WT – ensure everyone raises their hands. CC follow up questions to help everyone understand it would be Medium as it is not considered systematic if the teacher ignores them for half the time]

Now for the final behavior in element 4.

B.		4. CHECKS FOR UNDERSTANDING		
INSTRUCTION	4.2 The teacher monitors most students during independent/group work			
	LOW	MEDIUM	HIGH	
	• The teacher does not monitor students during independent/group work	• The teacher monitors some students during independent/group work	• The teacher systematically monitors most students during independent/group work	

4.3 Please pick it up...

[CC an observer to read 4.3]

What we're looking for in the difference between Medium and High is a substantial adjustment versus a brief adjustment. T&T with your partner for two minutes and come up with an example of each.

[T&T for 2 mins. CC pairs to share examples their partner came up with]

We have now made it through CFU, we will watch an element video now, please remember to take notes. We will again assign behavior ranges together as a group after watching the video.

B.		4. CHECKS FOR UNDERSTANDING		
INSTRUCTION	4.3 The teacher adjusts teaching to the level of students			
	LOW	MEDIUM	HIGH	
	• The teacher does not adjust teaching for students	• The teacher may slightly adjust teaching for some students, but this is brief and superficial	• The teacher substantially adjusts teaching for students which provides more opportunities to learn	



[Play video: Checks for Understanding Practice Video]

Let's share evidence of what we saw and try to assign some quality ranges just like we did with FL. Would [Insert Name] record which behavior ranges are assigned?



[Facilitate small group discussions where one member of the group record responses as the other members share evidence of what they observed for the first behavior. After observers share their ideas ask follow-up questions such as: "Do others agree?", "Why?", "Who disagrees and why?"]

B.

4. CHECKS FOR UNDERSTANDING: PRACTICE VIDEO

INSTRUCTION



Click to watch the CFU Practice Video

Considering the evidence everyone has shared for 4.1, let's vote to see which behavior quality range we should assign. Please raise one finger if you think it should be Low, two fingers if you think Medium, and three fingers if you think High.

[Have observers vote and count which receives the most scores. Help guide the group to the correct answer as they share evidence, but do not force it allow to choose an incorrect answer if they all/most agree. This will let you know you need to adjust and clarify misunderstandings for that behavior range.]



Good job everyone, let's see what the behavior ranges are. [Insert Name] would you tell us the quality ranges that we agreed upon? What do you think we did well? What did we miss?

[Lead a brief discussion on the evidence for the various behaviors seen in the video and the quality ranges assigned]

B.

VIDEO: 4. CHECKS FOR UNDERSTANDING

INSTRUCTION

The teacher is somewhat effective at checking students' understanding as she only checks the understanding of a few students. Although she calls on students that volunteer to participate, it appears the entire class has volunteered and thus she is effectively choosing from all the students. Specifically, she asks two students to go to the board and explain in their own words what they learned during the lesson (4.1: M). The teacher monitors students during the independent activity - although some students are sharing the textbook - by walking around the classroom and approaching some students to repeat instructions (4.2: H). The teacher does not adjust teaching (4.3: L).



Here is our activity scenario. Please pick it up...

[CC an observer to read from the slide:

The teacher says, "Today, we will learn how to identify action verbs. Quietly copy down the sentences written on the board into your notebooks and circle any action verbs. You shouldn't be talking with your neighbors. You will have 10 minutes to complete the activity. Does everyone understand?" To which the students all answer, "Yes." The students begin working. After the 10 minutes she says, "Are you all done?", a few students say "yes", but most say "no." The teacher says, "Take another minute, but try to finish quickly."

B.

REVIEW ACTIVITY – SCENARIO 5

INSTRUCTION



The teacher says, "Today, we will learn how to identify action verbs. Quietly copy down the sentences written on the board into your notebooks and circle any action verbs. You shouldn't be talking with your neighbors. You will have 10 minutes to complete the activity. Ok, does everyone understand?" To which the students all answer, "Yes." The students begin working. After the 10 minutes the teacher says, "Are you all done?", a few students say "yes", but most say "no." The teacher says, "Ok, take another minute, but try to finish quickly."

Take one minute to underline. Remember, we'll look for all the behaviors in this area only so the four from LF and the three from CFU.



[Use your timer to set 1 minute]

Let's review the answers now.

[CC an observer to share the first evidence they saw, then reveal the answer on the slide. Do the same for the remaining behaviors. Lead a brief discussion if necessary to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes]

5. Feedback

[20 mins]

Feedback is something teachers are expected to do that helps improve learning. Please pick it up...

[CC an observer to read the overview and footnote]

B. INSTRUCTION

5. FEEDBACK

The teacher provides specific comments or prompts to help identify misunderstandings, understand successes, and guide thought processes to promote learning.

We have two behaviors. 5.1 focuses on specific comments or prompts that help clarify student misunderstanding, and 5.2 focuses on those that help students identify successes.

B. INSTRUCTION

5. FEEDBACK

5.1 The teacher provides specific comments or prompts to help clarify students' misunderstandings

5.2 The teacher provides specific comments or prompts to help identify students' successes

5.1 Let's read 5.1 along with the behavior ranges. Please pick it up...

5.2 [CC an observer to read 5.1]

Great, thank you, and let's go ahead and read 5.2. Please pick it up...

[CC an observer to read 5.2]

B. INSTRUCTION

5. FEEDBACK

5.1 The teacher provides specific comments or prompts that clarify students' misunderstandings

LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> The teacher does not provide students with comments/prompts about their misunderstandings The comments provided are simple, evaluative statements (i.e. "That is incorrect"). 	<ul style="list-style-type: none"> The teacher provides students with general or superficial comments/prompts about their misunderstandings. 	<ul style="list-style-type: none"> The teacher provides students with specific comments/prompts that contain substantive information that helps clarify students' misunderstandings.

This element is a little different as there are only two markers and as you can see, they are relatively similar. Essentially, both are looking for comments or prompts the teacher uses to help students identify misunderstandings (5.1) and understand successes (5.2). While these comments or prompts should be more than simple, evaluative statements — such as correct and incorrect — there are a variety of ways in which teachers can provide feedback.



We will take 3 minutes and discuss in your small group some ideas of ways a teacher might use comments or prompts. As a group, come up with at least two examples of feedback. Once should be at the High level, where teachers' comments or prompts should be specific, full comments. The other should be at the Medium level, with a more general comment.



B. INSTRUCTION

5. FEEDBACK

5.2 The teacher provides specific comments or prompts to help identify students' successes

LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> The teacher does not provide students with comments/prompts about their successes The comments provided are simple, evaluative statements (e.g. "That is correct") 	<ul style="list-style-type: none"> The teacher provides students with general or superficial comments/prompts about their successes 	<ul style="list-style-type: none"> The teacher provides students with specific comments/prompts that contain substantive information that helps identify students' successes

[Small group discussion for 3 minutes. Monitor the groups and consider and if necessary, remind observers that prompts may be seen as questions or statements the teacher uses to help students think through things themselves. Below are some ways a teacher might use feedback:

- Why do you think you might have obtained an incorrect answer?
- Here you used a different formula.
- What might you be able to do differently?
- Which part might be what is giving you trouble?
- Which part did you get correct?
- You did a great job with that equation because you remembered to carry over.
- How do you think you could use what you learned from the previous question that you answered correctly to work on this problem?]

As with all our elements, the feedback needs to be observable. We cannot assume that a teacher who is marking students' papers is giving written feedback as they could just as easily simply be marking things correct or incorrect. The feedback should be something you can clearly see or hear. Remember to not get up and try to see students' workbooks, this may make them uncomfortable and you may miss something else happening in the classroom.

Next is our feedback video, please remember to take specific notes. While these two behaviors are similar, do remember to note if feedback helps students identify misunderstandings or understand success so you can properly map your notes to the appropriate behavior. This time, after the video you will work together in your small groups to assign behavior quality ranges and then we will do a whole-group debrief.



[Play video: Feedback Practice Video]

Share your notes with one another in your small groups. Use the evidence you observed to assign behavior quality ranges for 5.1 and 5.2. You will have 5 minutes.

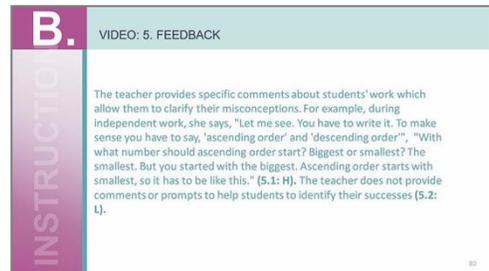


[Small group discussion. Observers share & discuss in their small groups. Circulate the room to see if anyone needs help, etc.]



[CC groups to share their behavior quality ranges. Provide feedback and clarify issues as needed]

Great job everyone! Ideally, feedback is specific and complete, helping students gain a better understanding of the material through effective use of feedback.





Here is our activity slide. Please pick it up...

[CC observer to read from the slide:

A student comes to the board to solve an equation in front of the class but cannot find a piece of chalk. The teacher notices and gives the student a piece. The student proceeds to solve the equation and the teacher tells the rest of the class to solve the equation on their own paper. The teacher watches the student at the board and points out a mistake by saying, "Did you carry your tens?" The student fixes the error and obtains an answer. The teacher then asks the class, "Who got the same answer as Abdul? Raise your hands." She scans the room and proceeds, "Is it the correct answer?" To which the whole class answers, "Yes." The teacher then says, "Good job" and the student sits down.]

B. REVIEW ACTIVITY – SCENARIO 6

INSTRUCTION

A student comes to the board to solve an equation in front of the class but cannot find a piece of chalk. The teacher notices and gives the student a piece. The student proceeds to solve the equation and the teacher tells the rest of the class to solve the equation on their own paper. The teacher watches the student at the board and points out a mistake by saying, "Did you carry your tens?" The student fixes the error and obtains an answer. The teacher then asks the class, "Who got the same answer as Abdul? Give a thumbs up or thumbs down." She scans the room and proceeds, "Is it the correct answer?" To which the whole class answers, "Yes." The teacher then says, "Good job" and the student sits down.

Take one minute to underline. Remember, we'll look for all the behaviors in this area only the four from LF, the three from CFU, and the two here from Feedback – though all behaviors may not be present.



[Use your timer to set 1 minute]

Let's review the answers now.

[CC an observer to share the first evidence they saw, then reveal the answer on the slide. Do the same for the remaining behaviors. Lead a brief discussion if necessary to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes]

6. Critical Thinking

[45 mins]

As you can see on pg. 26 of the manual, this is another element that looks a little different. This is because the developers of the *Teach Primary* tool understand that CT is a little trickier to reliably observe and code, so they provided lots of examples to help make sure we can understand for what it is we are looking.

Let's read the element definition. Please pick it up...

[CC an observer to read the overview]

Thank you.

B INSTRUCTION

6. CRITICAL THINKING

The teacher builds students' critical thinking skills by encouraging them to actively analyze content.

We have three behaviors in this element: the first one is about the teacher asking open-ended questions; the second, the teacher providing thinking tasks, which is where that table on Page 34 will come into play; and the third, the students ask open-ended questions or perform thinking tasks.

Let's read the behavior ranges.

B. 6. CRITICAL THINKING

INSTRUCTION

6.1 The teacher asks open-ended questions that require reasoning, explanation, or generalization, or have more than one correct answer

6.2 The teacher provides thinking tasks that require students to actively analyze content, as opposed to simply receiving information or building fluency

6.3 The students asks open-ended questions or perform thinking tasks

6.1 6.1, please pick it up...

[CC an observer to read 6.1]

Thank you. In short, for the High, the teacher asks three or more open-ended questions and at least one of these questions builds upon student response. At the Medium level the teacher asks at least two open-ended questions but doesn't meet the requirements for High. Low has no or one thinking question.

B. 6. CRITICAL THINKING	
6.1 The teacher asks open-ended questions that require reasoning, explanation, or generalization, or have more than one correct answer	
LOW • The teacher does not ask open-ended questions • The teacher asks 1 open-ended question • The teacher asks questions which already have a predetermined answer	MEDIUM • The teacher asks students at least 2 open-ended questions • The teacher asks 2 open-ended questions and 1 of them is a follow-up to a student's response
HIGH • The teacher asks students 3 or more open-ended questions AND at least 1 of them builds upon students' responses	

What if the teacher asks many open-ended questions, but does not give students a chance to respond or answers on behalf of the students. How would that be scored?

[WT – say you want to see most hands raised. The answer would be Medium. CC observer to read FAQ 6.1 on Page 52]

This means, even if a teacher asks 10 open-ended questions, but none of them builds on a student's response it would still be scored as Medium.

In terms of what is considered an open-ended question, as indicated in the definition, it is one that requires reasoning, explanation, or generalization or has more than one correct answer. Everyone take a moment and write down an example of an open-ended question on your tracker. You'll have two minutes.



[EW, 2 minutes. CC observers to share their questions]

We'll spend a little more time on 6.2.

6.2 Please pick it up...

[CC an observer to read 6.2]

Thank you. We have 3 categories of 'thinking' classrooms. Those with no thinking tasks, those with superficial thinking tasks, and those with substantial thinking tasks. As we talk about thinking tasks, just note that these definitions hold for both 6.2 and 6.3.

B. 6. CRITICAL THINKING	
6.2 The teacher provides thinking tasks that require students to actively analyze content, as opposed to simply receiving information or building fluency	
LOW • The teacher does not provide thinking tasks	MEDIUM • The teacher provides superficial thinking tasks such as matching sets of items, identifying concepts or key pieces of information, and comparing and contrasting characteristics.
HIGH • The teacher provides substantial thinking tasks such as making predictions, identifying patterns, explaining thinking, making connections, and interpreting information.	

Please close your manual for a moment so you don't look at the example bank, as we're going to use it for an exercise in just a minute. What is a thinking task?

[CC and observer to respond]

They are tasks that require students to actively analyze content, as opposed to simply receiving information or building fluency. What does that mean in practice?



To help flesh all this out, we are going to go through some examples together. I'm going to read out an example and you will decide as a small group if it fits in the Low, Medium, or High category. You will have one minute to decide. At the end of the minute, please have a representative raise their hand with one finger raised for a Low, two fingers indicate a Medium, and 3 fingers indicate a high. are we ready?



[Have a few pre-selected scenarios from the Thinking Task Tables (5–6), read them out and give groups one minute to discuss. Check if most people are getting a certain behavior range right or wrong and consider adjusting to add an extra example or two if necessary. If observers need more work on this behavior and you have time consider adding this additional activity]



Take 2 minutes to create your own scenario. You can create a Low, Medium, or High thinking task, though I would encourage you to choose Medium or High. Write down your scenario on a piece of paper — make sure it would be observable in a classroom by an observer. Then, you'll have 3 minutes to work with your partner to share your scenario and have your partner guess which level. Help each other make your examples better.

[T&T: Give observers 5 minutes to think of an example and work with their partner. After they're all done have a few people share what they created. Monitor the group while they work and help them as necessary]

I think you all are doing very well with identifying thinking tasks at this point. Thinking tasks are also included in 6.3.

6.3 Please pick it up...

[CC an observer to read overview]

The student asks open-ended questions or complete thinking tasks. For this behavior, we use the same definition of open-ended questions as in 6.1 and the same definition of thinking task as 6.2. Many times, 6.2 and 6.3 will go hand-in-hand, but sometimes they may not. For example, teachers might provide great thinking tasks, but students may not engage in the activity. You may notice that this behavior is a little different — it is focused on the students instead of the teacher.

B. 6. CRITICAL THINKING		
6.3 The students ask open-ended questions or perform thinking tasks		
LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> Students do not ask open-ended questions They do not perform thinking tasks 	<ul style="list-style-type: none"> Students do NOT ask open-ended questions They do perform a superficial thinking task 	<ul style="list-style-type: none"> Students ask open-ended questions and/or They perform substantial thinking tasks



According to the manual, would answering thinking questions count as performing a thinking task? Why or why not? Turn and talk to your partner for 2 minutes. Share your ideas first and then read FAQ 6.3 together.

[T&T for 2 minutes. CC pairs to check their answers; if observers have more questions or want more examples, consider taking the extra time to either go through the remaining examples in the manual or have them do so as small groups or pairs]

Again, it is important to remember that while these three behaviors do relate to one another, you should never assume that just because one is scored High, the other behaviors should also be scored High. Remember to score each behavior independently.

We will now watch the CT video. Use the examples we discussed to inform your understanding, but remember the list of examples is not comprehensive, they are there to help you eventually identify thinking tasks on your own. After the video, we will again work in small groups to assign the behavior quality ranges.



[Play video: Critical Thinking Practice Video]

Share your notes with one another in your small groups. Use the evidence you observed to assign behavior quality ranges for all the behaviors. You will have 7 minutes.

[Small group discussion. Observers share & discuss in their small groups. Monitor the group and consider using the following questions, as appropriate for the video, to help groups think through:]

- Did the teacher ask open-ended questions?
- Did the teacher build on student responses?
- Was there a thinking task?
- Was it superficial or substantial?
- Did the students carry out the thinking tasks?
- Did the students ask open-ended questions?





Here is the evidence from the video.

[CC small groups to share their evidence and behavior quality ranges. Lead a brief discussion on the evidence for the various behaviors seen in the video and the quality ranges groups assigned]

Next up is our activity scenario. Identify evidence for any of the behaviors in the area of instruction.

B. VIDEO: 6. CRITICAL THINKING

The teacher asks several thinking questions to make students analyze the reading. He says "Do you respect your family?" and he builds upon their responses by asking follow-up questions: "because they're old. So that baby in the lobby, you don't respect him because he's young? I asked if you respect your family. Why do you respect your family?" (6.1: H) The teacher provides a thinking task to students (by answering thinking questions, per FAQ 6.3) that challenge them to analyze content. Specifically, the teacher uses thinking questions to guide students in analyzing the reading about the importance of family. A few students do give thoughtful responses, such as when the student answers, "Because as soon as you were born you've met your grandma" (6.2: H). The students do not ask thinking questions. Only a few students answer the questions prompted by the teacher with a thoughtful response, which means that they are performing some thinking tasks; however, many give one-word answers and do not seem to engage in the level of analysis towards which the teacher is striving (6.3: M).



[CC observer to read from the slide:

The teacher has written a paragraph on the board and says, "First, I want you to copy down the paragraph in your notebook. Once you have written it out you should put boxes around the nouns, circles around the verbs, and triangles around the adjectives." He proceeds to ask the students, "What are some ways you can identify a noun?" A student says, "If it's capitalized, like a name." The teacher responds, "Yes, that's possible, but what if it's at the beginning of a sentence?" and a student says, "The beginning of a sentence is always capitalized so maybe it's not a noun." The students proceed to complete the assignment]

B. REVIEW ACTIVITY – SCENARIO 7

The teacher has written a paragraph on the board and says, "First, I want you to copy down the paragraph in your notebook. Once you have written it out you should put boxes around the nouns, circles around the verbs, and triangles around the adjectives." He proceeds to ask the students, "What are some ways you can identify a noun?" A student says, "If it's capitalized, like a name." The teacher responds, "Yes, that's possible, but what if it's at the beginning of a sentence?" and a student says, "The beginning of a sentence is always capitalized so maybe it's not a noun." The students proceed to complete the assignment.

Take one minute to underline.



[Use your timer to set 1 minute]

Let's review the answers now.

[CC an observer to share the first evidence they saw, then reveal the answer on the slide. Do the same for the remaining behaviors. Lead a brief discussion if necessary to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes]

Great job, CT is a difficult element, but you are asking good questions and participating well in discussions, which are all helping you understand and master this aspect of *Teach Primary!*

Instruction Video

[30 mins]



Now we will watch another video to focus on the whole area of Instruction just like we did with Classroom Instruction. Let's recall the four elements in instruction.

[CC four observers to answer: Lesson Facilitation, Checks for Understanding, Feedback, Critical Thinking]

B. Video of Instruction

- >Watch the video
- >Assign behavior scores individually
- >Small group discussion



We will also practice scoring all the behaviors as Low, Medium, or High. This time, you'll try assigning behavior quality ranges by yourself. to take detailed notes and always read the descriptions in the manual and any FAQs before assigned the quality range. The quality ranges should not be your opinion, they should be supported by the notes of the evidence you saw in the video.

Good. Let's use the observation sheet to take notes and assign quality ranges to the behaviors. You can use the same one we used for the Classroom Culture video if you have space. Is everyone ready?

[Play video: Instruction]

Go ahead and use your manual to assign behavior quality ranges. Don't worry about assigning the element score just now, we'll do that later. We'll have 10 minutes, don't worry about getting it perfect, just do your best at sticking to the manual — it's all part of the learning process!

[Circulate the room to be available if observers have questions but try to let them complete the task themselves. After the 10 minutes]

If that was hard, don't worry, it will get easier with practice, that's one of the goals of this training!



Share your notes with one another in your small groups.

Let's see what the quality ranges should be and go through the elements one by one, you will discuss each one in your small group and then I'll call on you to share with the group. You will have 5 minutes to review discuss.

[Small group discussion for 5 minutes. CC groups as you go through all the elements to see which behaviors and quality ranges they identified for each behavior element. For each element CC the following questions: What quality range did you assign? What evidence supports your decision?]

B.	INSTRUCTION	<p>Video of Instruction</p> <p>The teacher explicitly establishes the objective for the lesson by saying at the beginning, "Today's lesson is how to examine subtraction operation." In addition, all the different activities are aligned to the stated objective (3.1: H). Although there is not a lot of content happening during the segment, the teacher shows a clear instructional method by providing specific explanations for the different activities. For example, he says "Boys, listen. I am writing an example on the board. Don't put your hands up. I will choose who to come to the board to solve it" (3.2: H). The teacher attempts to connect the lesson with previous content knowledge by saying "What was our last lesson? Subtracting numbers till billion. Correct? (...) I have taught you subtraction, right?" However, he does not make an explicit connection between the previous lesson and the current content (3.3: M). The teacher co-constructs a model of the procedure of subtraction by initiating a back and forth with the student that goes to the board, guiding him through the different steps by asking him questions. Particularly, he says "Can we subtract 4 from 0? S: No. T: Bravo, what should we do? S: We should borrow from here? T: You borrow from this side. S: This will be 10. T: 10 is correct. How many remains? S: This? 10 minus 4 is 6. T: Bravo. S: 9 minus 1 is 8. T: Yes, 8... This will be 4. 4 minus 2 is 2" (3.4: H).</p>
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We will now have a quick activity. Which behavior in the area of Instruction do you think is the most difficult to observe and why? Each small group should come to a consensus, or at least a simple majority if consensus is not possible, on one behavior and write it down on a piece of paper – include the reason it is the most difficult. You will have 5 minutes.



[Give small groups 5 minutes to discuss among themselves, try to visit each of the groups to see what they're saying and if they need any help or clarification. After time is up ask for a volunteer to collect and tally the votes]

B.	INSTRUCTION	<p>INSTRUCTION: GROUP ACTIVITY (5-7 minutes)</p> <p>Discussion: Which behavior in the area of Instruction do you think is the most difficult to observe and why?</p> <ul style="list-style-type: none"> >Achieve consensus on one behavior >Write it down >Share it with the whole group
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The behavior with the most votes is ___ *[insert behavior]*. Why is it the hardest behavior?

[CC a group to share]

Now, do any of the groups who voted for something else have any ideas or tips that might help this group?

[CC a group to share]

Assigning Element Scores

[5 mins]

I really appreciate the effort everyone is exerting to learn the tool! At this point, you have learned about the first seven elements as well as how to take notes and assign behavior quality ranges. Now we will introduce the last step, assigning element scores, and will practice it as we go through the final area of Socioemotional Skills.

Once you have assigned High, Medium, Low, or N/A for each of the behaviors in an element you will then assign a score for the element. So, you have assigned the behavior quality ranges, how do you come up with the final element score?

After you look at all the behavior quality ranges in an element, go back to the manual and read the overall description of the element that you think fits best. While assigning an element score will usually consist of roughly averaging the behaviors, it is not simply a mathematical calculation.

For example, let's say you have the following ranges for behaviors in an element: Medium, High, N/A, and High. What is the element score? Turn and talk with your partner for one minute and decide what you think.

[T&T for 1 min. CC pairs to answer. Use this as an opportunity to show them how N/A does not affect the score and to remind them to go back to the manual to decide which score is the best fit]

In this example, the final score would likely be a 4 as it has some aspects of Medium and some aspects of High, but it could also feasibly be scored a 5 if the overall segment best fits the description of a High. The most important thing is to return to the manual and see which description best fits the evidence you collected during the observation.

It is always challenging to learn something new, but I'm sure if we all make the effort to code according to the manual, and to put in the practice, we can all pass the Reliability Exam. That's our main goal, but our goal for today is just to learn how to use the tool so don't worry, we'll get there.

TEACH PRIMARY: SCORING PROCESS

ASSIGNING CODES

- Read manual and notes for behaviors
- Mark L-M-H for each behavioral marker
- Read manual and notes for element

	1	2	3	4	5
2.1 The teacher sets clear behavioral expectations for classroom activities	L	M	(H)		H
2.2 The teacher acknowledges positive student behavior	(L)	M	H		L
2.3 The teacher reflects on behavior and focuses on the expected behavior, rather than the undesired behavior		(L)	M	H	

TEACH PRIMARY: SCORING PROCESS 1.4

If both 1.4a and 1.4b are assigned the same quality rating then this rating would constitute the overall quality rating for the behavior.

Behavior	1.4a	1.4b	Overall Rating
The teacher does not exhibit bias and challenges stereotypes in the classroom	M	M	M
The teacher does not exhibit bias and challenges stereotypes in the classroom	M	H	M
The teacher does not exhibit bias and challenges stereotypes in the classroom	M	N/A	M

If "low" is assigned to either 1.4a or 1.4b then the overall rating for the behavior would remain "low".

Behavior	1.4a	1.4b	Overall Rating
The teacher does not exhibit bias and challenges stereotypes in the classroom	L	M	L
The teacher does not exhibit bias and challenges stereotypes in the classroom	L	N/A	L

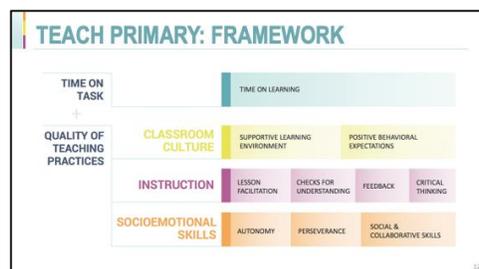
If one sub-behavior is rated "high" and the other "medium," "high" would take precedence.

Behavior	1.4a	1.4b	Overall Rating
The teacher does not exhibit bias and challenges stereotypes in the classroom	H	M	H

C. Socioemotional Skills

[5 mins]

Moving on to the final area — Socioemotional Skills.



The Area of socioemotional skills has to do with how the teacher helps students develop autonomy, perseverance, and social and collaborative skills. The development of these skills is critical for learning, and also for life outside and beyond school. Thus, we want teachers to help students develop these skills as part of their education. First is Autonomy.

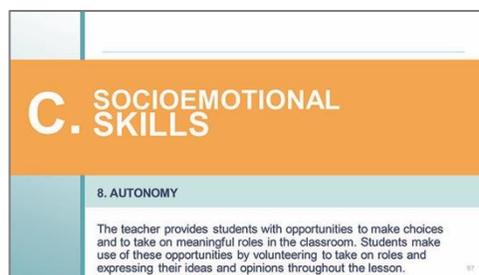


7. Autonomy

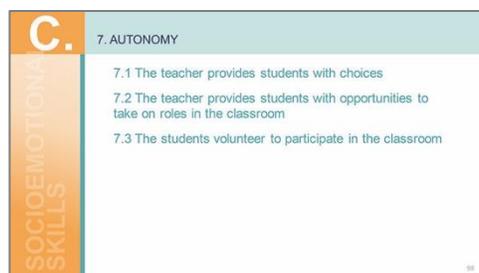
[20 mins]

The definition for Autonomy is on Page 36. Please pick it up...

[CC an observer to read overview]



There are three behaviors, providing students with choices, providing them the opportunity to take roles in the classroom, and finally if students volunteer to participate in the classroom. Similar to 6.3, we again focus on students for the third behavior because it provides more evidence that there is a culture of autonomy in the classroom.



7.1 To read the first behavior, please pick it up...

[CC an observer to read 7.1]

Providing choices is one way to help students be more engaged and willing to learn. Note that the teacher must explicitly provide a choice. For example, perhaps we can see students are choosing which color pencil to write with; however, if the teacher did not explicitly say that they could choose which color pencil to use, we cannot consider this as evidence for this behavior.

C.		7. AUTONOMY		
SOCIOEMOTIONAL SKILLS	7.1 The teacher provides students with choices			
	LOW	MEDIUM	HIGH	
	<ul style="list-style-type: none"> The teacher does not explicitly provide students with choices The teacher decides how learning activities should be completed 	<ul style="list-style-type: none"> The teacher explicitly provides students with at least one superficial choice that is not related to the learning objective 	<ul style="list-style-type: none"> The teacher explicitly provides students with at least one substantive choice that is related to the learning objective The teacher provides children with open-ended choices 	
	9			

The difference between the Medium and High is whether the choice is related to the learning objective or not. To continue with the same example, choosing a color of pencil is likely not related to the learning objective — while choosing which method to use to solve an equation would be. Moving on to the next behavior.

7.2 Please pick it up...

[CC an observer to read 7.2]

What are some ways in which a student might take on roles in the classroom? What does that mean? Has anyone here had a role during the training today? Talk with your neighbor for two minutes and come up with at least two examples of roles. Choose one that would be considered a limited role and one that would be a meaningful role.

C.		7. AUTONOMY		
SOCIOEMOTIONAL SKILLS	7.2 The teacher provides students with opportunities to take on roles in the classroom			
	LOW	MEDIUM	HIGH	
	<ul style="list-style-type: none"> The teacher does not provide students with opportunities to take on roles in the classroom 	<ul style="list-style-type: none"> The teacher provides students with opportunities to take on limited roles in the classroom 	<ul style="list-style-type: none"> The teacher provides students with opportunities to take on meaningful roles in the classroom, where they're responsible for parts of a learning activity 	
	10			



[T&T for 2 mins. CC pairs to share their roles, provide feedback]

As we said earlier, there are three behaviors in Autonomy — now let's look at the last one.

7.3 Please pick it up...

[CC an observer to read 7.3]

The variation in behavior ranges for 7.3 has to do with the number of students in the class that *volunteer* to participate in the classroom. What contributes as evidence toward volunteering? Turn and talk with your partner for two minutes to discuss.

C.		7. AUTONOMY		
SOCIOEMOTIONAL SKILLS	7.3 Students volunteer to participate in the classroom			
	LOW	MEDIUM	HIGH	
	<ul style="list-style-type: none"> Students do not volunteer to participate in the classroom 	<ul style="list-style-type: none"> Only a few students volunteer to participate by expressing their ideas and taking on roles 	<ul style="list-style-type: none"> Most students volunteer to participate by expressing their ideas and taking on roles 	
	11			



[T&T for 2 mins. CC pairs to share; provide feedback]

To obtain a High, most students must volunteer, most is considered more than 50%. You should estimate the proportion of students who volunteer across the whole class — if, for example, during the first question of the class all the students raise their hands to volunteer the answer, but then for the next three questions only 1–2 students raise their hands or volunteer the answer, we would *not* consider that most of the students volunteered and this would be scored a Medium.

That sums up Autonomy. Let's watch a video. We will assign scores all together again as a group and this time, we will also assign the element score together.



[Play video: *Autonomy Practice Video*]

As this element is Autonomy, would anyone like to volunteer to lead our discussion and assigning scores? Don't worry, I will support with the discussion of the element scores since this is the first time we've done it.



You may choose someone to be a recorder if you like.

[WT – Invite an observer to lead the group in discussing what they observed and what scores they should assign.]

Follow similar procedure for LF: ask observers to share evidence they observed for the first behavior. After people share their ideas ask follow-up questions such as: “Do others agree?”, “Why?”, “Who disagrees and why?” Then vote to assign behavior quality ranges and scores]

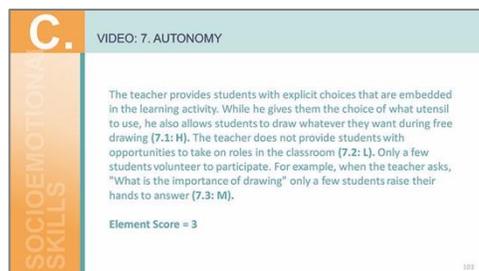


What do you all think? Did s/he do a good job? Thank you for helping lead the group in sharing their ideas and discussing, let's give a round of applause!

Let's see the master codes and see how we did.

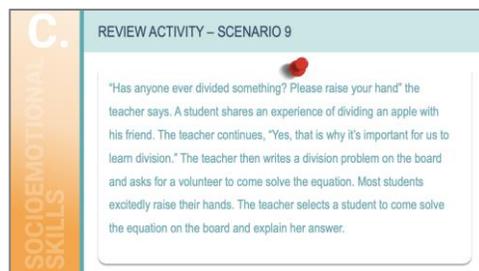
[CC observers who argued for certain points to debrief scores]

Nice, we learned about autonomy and practiced it at the same time! Next is our activity scenario.



[CC an observer to read from the slide:

“Has anyone ever divided something? Please raise your hand” the teacher says. A student shares an experience of dividing an apple with his friend. The teacher continues, “Yes, that is why it's important for us to learn division.” The teacher then writes a division problem on the board and asks for a volunteer to come solve the equation. Most students excitedly raise their hands. The teacher selects a student to come solve the equation on the board and explain her answer.



We will only underline behaviors in this area, so just the three behaviors we just learned. Take one minute to underline.

[Use your timer to set 1 minute]

Let's review the answers now.

[CC an observer to share the first evidence they saw, then reveal the answer on the slide. Do the same for the remaining behaviors. Lead a brief discussion if necessary to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes]

Now for the next element — Perseverance.

8. Perseverance

[20 mins]

First for the behavior definition, please pick it up...

[CC an observer to read overview]

C. SOCIOEMOTIONAL SKILLS

8. PERSEVERANCE

The teacher promotes students' efforts toward the goal of mastering new skills or concepts, instead of focusing solely on results, intelligence, or natural abilities. In addition, the teacher has a positive attitude toward challenges, framing failure and frustrations as useful parts of the learning process. The teacher also encourages students to set short and/or long-term goals.

Thank you. This element has three behaviors, all of which are part of developing perseverance: The teacher focuses on students' efforts, has a positive attitude towards challenges, and encourages goal setting.

C. SOCIOEMOTIONAL SKILLS

8. PERSEVERANCE

8.1 The teacher acknowledges student efforts, rather than focusing only on results, student intelligence, or natural abilities

8.2 The teacher has a positive attitude towards students' challenges

8.3 The teacher encourages goal setting

8.1 Let's read the description and behaviors for 8.1. Please pick it up...

[CC an observer to read 8.1]

What's the difference between acknowledging students' efforts and using positive language? Everyone write one sentence on the difference according to the manual. You will have 2 minutes.



[EW for 2 mins. CC observers to share what they wrote. After a few observers share CC observer to read FAQ 8.1b if necessary]

C. SOCIOEMOTIONAL SKILLS

8. PERSEVERANCE

8.1 The teacher acknowledges students' efforts, rather than focusing only on results, intelligence, or natural abilities

LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> The teacher does not acknowledge students' efforts 	<ul style="list-style-type: none"> The teacher sometimes acknowledges student efforts, but most praises is focused on outcomes or student intelligence 	<ul style="list-style-type: none"> The teacher frequently acknowledges students' efforts toward mastering new skills or concepts The teacher identifies these efforts explicitly

Thank you. While this may seem similar to 1.2 (Positive Language) it's quite different. Sometimes it helps to step back and remember in what element and area you are. Here, we are looking at how the teacher develops the socioemotional skill of perseverance. Simply saying, "good job" which would could towards 1.2 does not really interest us here. We want the teacher to acknowledge the effort that the student has made. If the teacher doesn't acknowledge any efforts, this is a Low; if the teachers sometimes focuses on efforts, but mostly praises outcomes or intelligence, this is a Medium; and if the teacher frequently and explicitly acknowledges student efforts this is a High.

8.1 focuses on acknowledging student effort; 8.2 is about the teacher's attitude towards student challenges.

8.2 Please pick it up...

[CC an observer to read 8.2]

Here, any evidence of positive attitudes, like “nice try” would be enough to indicate a High provided there is no other evidence to the contrary; just saying wrong or right with no apparent frustration from teacher or encouragement to students would likely be a Medium; and any frustration, impatience, or indication of a negative attitude would be a Low.

The third behavior is about goal-setting.

C.		8. PERSEVERANCE		
SOCIOEMOTIONAL SKILLS		8.2 The teacher has a positive attitude towards students' challenges		
		LOW	MEDIUM	HIGH
		<ul style="list-style-type: none"> The teacher has a negative attitude toward students' challenges. Scolds students for making mistakes or quickly becomes impatient. 	<ul style="list-style-type: none"> The teacher has a neutral attitude toward students' challenges. The teacher may not assist students when they make a mistake but doesn't help them work through the mistake either. 	<ul style="list-style-type: none"> The teacher has a positive attitude towards students' challenges. Helps students understand failure is a natural part of the learning process.

8.3 Please pick it up...

[CC an observer to read 8.3]

This behavior is quite straightforward and there are no FAQs — for the Low, there is no mention of goals, the Medium there is either general discussion of goals, such as what you want to be when you grow-up, etc. or encouraging students to set short- or long-term goals, and High is both short- and long-term goals. Have we talked at all about goals today?

[CC observers to answer. Perhaps remind them the mentioned goal of passing the Reliability Exam and becoming Teach Primary observers]

Now let's watch a video to see what Perseverance might look like in a classroom. After this video we will again discuss and assign scores, including the element score, in your small groups.

C.		8. PERSEVERANCE		
SOCIOEMOTIONAL SKILLS		8.3 The teacher encourages goal setting		
		LOW	MEDIUM	HIGH
		<ul style="list-style-type: none"> The teacher does not encourage students to set short- or long-term goals. 	<ul style="list-style-type: none"> The teacher encourages students to set either short- OR long-term goals. They teacher may talk about the importance of setting goals in a general way. 	<ul style="list-style-type: none"> The teacher encourages students to set short- AND long-term goals. These can be personal or academic in nature.



[Play video: Perseverance Practice Video]

Share your notes with one another in your small groups. Use the evidence you observed to assign behavior quality ranges for all the behaviors and the element score. You will have 7 minutes.

[Small group discussion for 7 mins. Monitor groups]

C.		8. PERSEVERANCE: PRACTICE VIDEO	
SOCIOEMOTIONAL SKILLS			
		110	



Each group please have the person seated farthest from the door stand and share your behavior quality ranges and final score.

[CC groups to share their behavior quality ranges & scores. Provide feedback and clarify issues as needed]

Here's the scenario for our activity.

C.		VIDEO: 8. PERSEVERANCE	
SOCIOEMOTIONAL SKILLS		<p>The teacher does not acknowledge students' efforts (8.1: L). The teacher shows a neutral attitude towards students' challenges (8.2: M). There is some evidence the teacher encourages goal-setting. For example, when she does the analogy about the tree she talks about long-term goals by saying, "You are like a tree, your roots are grades 1, 2 and 3... You are like a young green plant. You should study hard your grades 1, 2 and 3. Then your roots will be strengthening you to turn to a tree till grade 12... If you have proper upbringing, if you eat healthy, if you study hard then your roots will get stronger and then you can become an Engineer or a doctor" (8.3: H).</p>	
		Element = 3	
		111	



[CC observer to read from the slide:

The teacher says, "Now you should each write your own sentence, you can write what you want as long as it is in the past tense." The teacher circulates the classroom as students they work. When looking at one student's sentence she says, "This is the present tense, what should you do to make it past tense?" To another student she says, "Good job! You got this wrong earlier, but you kept trying and it has paid off."

C. SOCIOEMOTIONAL SKILLS

REVIEW ACTIVITY – SCENARIO 9

The teacher says, "Now you should each write your own sentence, you can write what you want as long as it is in the past tense." The teacher circulates the classroom as students they work. When looking at one student's sentence she says, "This is the present tense, what should you do to make it past tense?" To another student she says, "Good job! You got this wrong earlier, but you kept trying and it has paid off."

We will only underline behaviors in this area, just the three behaviors from autonomy and the three from perseverance. Take one minute to underline.

[Use your timer to set 1 minute]

Let's review the answers now.

[CC an observer to share the first evidence they saw, then reveal the answer on the slide. Do the same for the remaining behaviors. Lead a brief discussion if necessary to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes]

Now it's time for the final element, Social and Collaborative Skills (SCS).

9. Social and Collaborative Skills

[20 mins]

Let's read the element definition. Please pick it up...

[CC an observer to read overview]

Thank you, now let's look at the three behaviors included in this element.

C. SOCIOEMOTIONAL SKILLS

9. Social & Collaborative Skills

The teacher encourages students' collaboration with one another and promotes students' interpersonal skills. Students respond to the teacher's efforts by collaborating with one another in the classroom, creating an environment free from physical or emotional hostility.

I will read this one. One, the teacher promotes collaboration through peer interaction. Two, the teacher promotes interpersonal skills. And three, students collaborate with one another. These are the final three behaviors we will be exploring. Almost there!

C. SOCIOEMOTIONAL SKILLS

9. SOCIAL AND COLLABORATIVE SKILLS

9.1 The teacher promotes students' collaboration through peer interaction

9.2 The teacher promotes students' interpersonal skills such as perspective-taking, empathizing, emotion regulation, and social problem-solving

9.3 Students collaborate with one another through peer interaction

9.1 Let's read the first one. Please pick it up...

[CC an observer to read 9.1]

This behavior is focused on the teacher providing opportunities for collaboration, not whether students actually collaborate with one another — the students actual collaboration will be captured under 9.3.

So, what's the key difference between the Medium and the High? Turn and talk with your partner for 2 minutes to discuss.



[T&T for 2 mins. CC pairs to share thoughts]

A key distinction here is the difference between the Medium and the High, which boils down to whether the teacher promotes “superficial” or “substantial” student collaboration, is the definition of “substantial student collaboration.” As mentioned in the descriptions, “superficial” collaboration involves sharing opinions, materials, or ideas, whereas “substantial” collaboration involves getting students to work together to produce something, solve a problem, complete a worksheet, or present a new idea.

I know this is so much information, but you are all working really hard and have already made a lot of progress! Under which behavior that statement would be categorized?

[WT – call on observer to answer, acknowledging student effort — 8.1]

Let's wrap up the final two behaviors, and then we can work on polishing everything until it feels smooth tomorrow. Up next is 9.2, the teacher promotes interpersonal skills.

C.		9. SOCIAL AND COLLABORATIVE SKILLS		
SOCIOEMOTIONAL SKILLS	9.1 The teacher promotes students' collaboration through peer interaction			
	LOW	MEDIUM	HIGH	
	<ul style="list-style-type: none"> The teacher does not promote collaboration among students 	<ul style="list-style-type: none"> The teacher promotes superficial student collaboration through sharing opinions, materials, or ideas 	<ul style="list-style-type: none"> The teacher promotes substantial student collaboration by asking them to work together to produce a product, solve a problem, complete a worksheet, or present new ideas 	
	30			

9.2 This time, let's do things a bit differently — I'll start by reading the overall description for 9.2:

[Read the definition only]

I realize there are some terms here that you may not be familiar with — these are defined in the footnote, please pick it up...

[CC observer to read the footnote]



Let's have a quick quiz – I have these examples written out on slips of paper. I'll hand them to someone to read out and then everyone will write down which interpersonal skill you think it is. We'll do all 4.

[Have the four examples of FAQ 9.2 printed out and cut into strips of paper. Hand one to an observer to read out. Give everyone a moment, no more than 30 seconds, to write which interpersonal skill they think it is. Do this with all four examples]

Thank you. Now let's see the answers.

[Give the answers]

Who got one right? Please raise your hand.

[Wait for observers to raise their hand and scan. Then ask...]

Who got two right? Three? All Four?

Great job everyone! Now that we understand better what *Teach Primary* defines as interpersonal skills, let's read the behavior ranges. Please pick it up...

C.		9. SOCIAL AND COLLABORATIVE SKILLS		
SOCIOEMOTIONAL SKILLS	9.2 The teacher promotes students' interpersonal skills such as perspective-taking, empathizing, emotion regulation, and social problem solving			
	LOW	MEDIUM	HIGH	
	<ul style="list-style-type: none"> There is no evidence the teacher promotes students' interpersonal skills If a student is upset, the teacher does not show how to regulate emotions. 	<ul style="list-style-type: none"> The teacher briefly or superficially promotes students' interpersonal skills The teacher encourages students to apologize, share, or work together. 	<ul style="list-style-type: none"> The teacher promotes students' interpersonal skills The teacher may ask, "How do you think this made him feel?" or use other prompts to spur reflection. 	
	31			

[CC an observer to read]

Thank you. So, for the High, the teacher promotes the students' interpersonal skills, like in some of the examples we just read. In the Medium, there is some evidence that the teacher promotes interpersonal skills, but these are brief or superficial; for example, the teacher encourages students to take turns to participate in an activity or to help each other, but the reasoning behind these actions are not acknowledged. In Low there is no evidence of the teacher promoting interpersonal skills.

Now for the final behavior, 9.3.

9.3 Please pick it up...

[CC an observer to read 9.3]

This behavior is effectively focused on two aspects of the students: is there collaboration and is there negative behavior? To be scored a High, there should be collaboration throughout the lesson as well as no instances of negative behavior. Even if the segment is full of collaboration, if there is significant negative behavior, this would still be scored Low. As in 9.1, for a High student collaboration should be working together not only sharing pencils. Let's watch the SCS video and then work in our small groups to assign behavior and element scores.

9. SOCIAL AND COLLABORATIVE SKILLS		
9.3 Students collaborate with one another through peer interaction		
LOW	MEDIUM	HIGH
<ul style="list-style-type: none"> No collaboration among students When students interact, they display negative behaviors 	<ul style="list-style-type: none"> Students collaborate superficially Minimal instances of children displaying negative behavior 	<ul style="list-style-type: none"> The students collaborate with one another by working together to produce a product, solve a problem, complete a worksheet, or present a new idea. There are no instances of negative behavior among students.



[Play video: Social and Collaborative Skills Practice Video]⁵

Share your notes with one another in your small groups. Use the evidence you observed to assign behavior quality ranges for all the behaviors and element score. You will have 7 minutes.

[Small group discussion for 7 mins. Monitor groups]



Each group please have the person seated second from the door stand and share your behavior quality ranges and final score.

[CC groups to share their behavior quality ranges & scores. Provide feedback and clarify issues as needed]

VIDEO: 9. SOCIAL AND COLLABORATIVE SKILLS

The teacher promotes students' collaboration by asking them to develop a group activity (9.1: H). The teacher encourages interpersonal skills by setting a behavior expectation of "help[ing] each other" prior to the group activity. She also tells students to "help out your leader" during the group activity. However, she does not encourage students to empathize or take on another's perspective (9.2: M). There is consistent evidence of student collaboration in this segment and no displays of negative behavior. For example, students work in groups and wait patiently for their peers to get materials for the group activity (9.3: H).

Element = 4



Here's our last activity!

[CC observer to read from the slide:

During a lesson the teacher gives every other student a worksheet matching words to occupations. He instructs that they are to work in pairs. After students are finished, he asks, "What do you want to be when you grow up?" One student says she wants to be a doctor and her classmate says, "You can be a nurse, doctors are boys." The teacher responds, "Anyone can be a doctor or nurse. Let's remember how our words might make others feel and speak kindly."

C. SOCIOEMOTIONAL SKILLS

REVIEW ACTIVITY – SCENARIO 10

During a lesson the teacher gives every other student a worksheet matching words to occupations. He instructs that they are to work in pairs. After students are finished he asks, "What do you want to be when you grow up?" One student says she wants to be a doctor and her classmate says, "You can be a nurse, doctors are boys." The teacher responds, "Anyone can be a doctor or nurse. Let's remember how our words might make others feel and speak kindly."

We will only underline behaviors in this area. Take one minute to underline.

[Use your timer to set 1 minute]

Let's review the answers now.

[CC an observer to share the first evidence they saw, then reveal the answer on the slide. Do the same for the remaining behaviors. Lead a brief discussion if necessary to provide necessary feedback and clarification. Remember to use feedback that is focused on both clarifying misconceptions and identifying student successes]

Please turn in your activity sheet, please pass them to the front of the room.



Socioemotional Skills Video

[15 mins]

Next, we'll watch the Socioemotional Skills area video, which includes Autonomy, Perseverance, and SCS. This time, please try to assign the behavior and elements scores by yourself and then we will discuss with one another after looking at the master codes.

[Play video: Socioemotional Skills]

C. SOCIOEMOTIONAL SKILLS

Video of Socioemotional Skills

- >Watch the video
- >Assign scores individually
- >Discussion



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Go ahead and score all the behaviors and the element yourself. If you have any questions, feel free to raise your hand. You will have 7 minutes.

[Monitor observers and provide assistance where needed]



Let's share our scores with the group.

[CC observers to share their scores. Lead a brief discussion on the evidence for the various behaviors seen in the video and the scores assigned]

C. SOCIOEMOTIONAL SKILLS

Video of Socioemotional Skills

The teacher provides students with a choice that is embedded in the learning activity. Particularly, she indicates that students can write down any word that is a proper noun, which is directly related with the lesson. The teacher says "Cut a small paper and write down a proper noun. Not from those ones [pointing to the board].... So, let's think about other proper nouns. And let's write in a little piece of paper and then we'll raffle them to see which ones are the most popular proper nouns. The most frequently chosen" (7.1: H). The teacher does not provide students with opportunities to take on roles in the classroom (7.2: I). Students do not volunteer to participate in the classroom since they are doing a group activity (7.3: L).

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Checklist: Other Aspects of Educational Quality

The *Teach Primary* classroom observation tool is accompanied by a checklist that assesses other aspects of educational quality and inclusion. **While the use of this checklist together with the classroom observation tool is suggested, its use is not mandatory.**

The aim of this checklist is to 1) identify the number of students with disabilities in the classroom; 2) capture elements related to the accessibility of the physical environment; and 3) capture other elements related to educational inclusion, such as the availability of learning and teaching materials for all students. This data can be leveraged together with results from the classroom observation tool to provide a more comprehensive vision of the quality and inclusion of the education provided to students.

The checklist includes a set of questions that enumerators should complete before and *after* conducting the observations. If the checklist will be used, enumerators should share this with teachers upon their arrival at the classroom. Then, enumerators should complete the first section (*Fill in before the classroom observation*) at the start of their visit and complete the second section (*Fill in after the classroom observation*) after class has concluded. Some of the questions in the second section will require input from the teacher; these questions have been highlighted via asterisks (*) within the checklist.

Now, turn to page 41 in the observer manual to see the checklist.

Fill in before the classroom observation			
School/Center ID			
Teacher ID			
Teacher name*			
Coder ID			
Date	D	M	Y
Scheduled class time*			
Actual class time			
Time the lesson started			
Total class enrollment*	Female	Male	
Total students in class	Female	Male	
Grade/level of class*			
Subject			
Number of adults assigned to work in this classroom*	Total number of teachers (not including number of assistants)	Female	Male
	Total number of assistants		
	Number of assistants providing specialized support to one or a select group of students		
	Other (please specify role):		

WRAP-UP

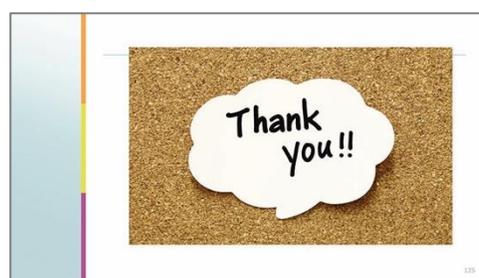
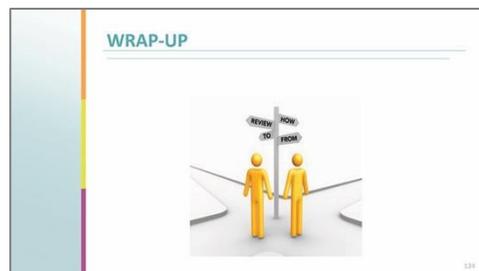
[10 mins]

Those are all the components, areas, elements, and behaviors of the *Teach Primary* tool! Nice work everyone! You have already come so far in your understanding of the tool and all its behaviors. We have gone over the introduction of the tool, procedures for coding, and spent quite a bit of time overviewing the entire tool — components, areas, elements, and behaviors. For each behavior you learned the definitions as well as how to identify behaviors, and we've practiced seeing what those behaviors actually look like in videos of classrooms.

You've learned so much today and I'm sure you are tired, I hope you get good rest tonight. If you can, try to read through the manual tonight to keep things fresh — especially the sections you found most confusing.

Make sure you read through all the FAQs, while we reviewed some of the more commonly used ones today, tomorrow, you will have a quiz on the FAQs first thing in the morning so be prepared!

Tomorrow we will be focusing on practicing coding full-length, or 15 min observations. Similar to what we did today, we will begin by coding in groups and then move to coding individually. Have a good night everyone!⁶



⁶ If you have an hour or more at the end of the day you may move to the first practice video in the instructions for Day two.

Teach Primary Training Days 2–3

PRACTICE

Practice makes perfect. This section delves into the next phase of the *Teach Primary* training — practice. For observers to pass the Reliability Exam and become certified *Teach Primary* observers, they must have ample opportunity to practice coding reliably. This involves repeatedly coding segments and receiving feedback on what they did well and areas for improvement to internalize the nuances of the tool. Since *Teach Primary* observations are conducted live, it is also critical to have enough practice to build fluency, so that observers can reliably complete coding within the allotted 10- to 15-minute time slot.

As part of the training, the *Teach Primary* team recommends incorporating different types of practice. These different types of practice are effectively “scaffolding”, beginning by giving the observers a lot of guidance and support and then gradually removing that support so they can become reliable independent observers. You can use one type of practice more than once and should use your judgement in terms of how much scaffolding observers need. For example, provided there is sufficient time, it is ok to use Practice 2 a couple of times before moving onto Practice 3. Additionally, observers should have the opportunity to practice coding multiple videos individually before the Reliability Exam.

Below you will find information on the various types of practice, including sample scripts for introducing the different practice sessions to the observers. You will have already used some of these different types of practice with the short video clips in the Day 1 training. For all these practice sessions, you should have master codes and justifications

printed out for each observer as well as PowerPoint slides for presenting the master codes. You will find sample master codes, justifications, and template slides in the Complementary Materials.

Throughout the training, it is important to ensure observers have the opportunity to ask questions, share concerns, and make sure they are learning and practicing things in the correct way to build fluency. As every group/culture is different in terms of asking questions, sharing struggles, etc. be sure to use techniques that are appropriate for your audience. See the Collecting and Using Data section below for more information.

Practice 1: Code as a Whole Group

The first stage of practice has the most support and the observers do not do any coding by themselves — everything is done as a whole group, under the guidance of the trainer. During this stage, everyone watches the video together, everyone discusses what they observed together, they assign behavior range scores together, and they assign element scores together. Nothing is done individually.

This type of practice provides observers with a lot of support as they are just learning to code and may forget important steps at first. Whole-group coding helps ensure that observers learn how to code the correct way from the beginning and helps prevent them from forming bad/incorrect habits. While you may be tempted to skip this step to “save time” if your observers seem more advanced, this is an important step in becoming a *Teach Primary* observer.

Sample Script: Practice 1⁷



Now we will practice tying together everything that we have learnt so far with an activity. As a whole group, we will watch a video, take notes, discuss what we see, and practice assigning scores. Before we begin, let's refresh ourselves on the correct coding procedures. Please turn to Page 11 of the manual.

We will do a 15-minute observation to simulate a live observation. Try to take as many notes as you can that focus on providing evidence for the different behaviors.

Use a new observation sheet and try to push yourself to find a note-taking strategy that works for you. Note-taking is kind-of personal so there is some flexibility, but I encourage you to try to use the techniques mentioned in the manual such as using direct quotes, tally marks, abbreviations, and summaries.

We will take notes as we watch the video and then we will read the manual as we assign behavioral ranges first to *all* the behaviors and then scores to *all* the elements. Remember that the tool is the scoring sheet *and* the manual — you should never try to score without the manual.

After the video, we will work together as a group to discuss notes and compare them to the behavior ranges in the manual. Then, we will assign quality ranges to each behavior before looking at the element as a whole and assigning a final element score.

NOTE-TAKING



For coding the three snapshots, you will need to keep track of time yourself. There is a one-minute window in which to take the snapshot. You should take a snapshot between at minute 4, 9, and 14. For each snapshot remember to code if the teacher is providing a learning activity for most students or not. If so, scan the room and record how many students appear off task.

When we are ready to assign scores for the remainder of the elements, remember to mark all the behavior scores. After assigning all the behavior scores, we should always assign the element score which fits best. For example, if the scores might be between 4 and 5, we will read both the Medium and the High and assign which one fits best. We should not assume that it is better to assign a 4 just because we may have two Mediums and one High — a 5 might be the best fit for the element. We will read the whole description and assign the score that is the best fit considering what we have observed.

CODING

⁷ If you have more than an hour left at the end of Day 1 training, resume script here for first practice video. If you do use this script during the Day 1 training, at the beginning of Day 2 use some items from the quiz item bank to start with a quiz/activity to remind the observers of the procedures for coding.



Alright, let's watch the video, take notes, and then we'll discuss as a group. The video will be 15-minutes. Don't worry, do your best and then we'll work together to discuss and code after everyone is finished.



Please keep your phone or stopwatch to keep time for the time checks.

[Play video. After the video is over, discuss what the observers observed, and assign behavior and element scores as a whole group. Remember to use your tracker to make sure that as many observers as possible are engaged and understanding]

WATCH VIDEO

Practice 2: Code as a Small Group

PRACTICE VIDEO

Note-taking exercise

- > Watch the video and take notes
- > Identify constructs and organize notes without scoring
- > Review notes and give feedback in pairs
- > Whole group discussion



In the next stage of the training, observers are given more independence as they begin to practice coding without guidance of the trainer throughout the whole process. Here, observers will discuss and code as a small group before sharing and discussing their scores with the larger group to make sure everyone understands and is aligned with the master codes. At this stage, observers gain experience in learning to justify which score they think is correct, and to provide supporting evidence for their scores from the video they saw.

The groups should be different from the groups used on the first day. **After Day 1 of the training, you should arrange the observers in groups based on their performance, putting observers who seem to have a good understanding of Teach Primary with observers who seem to need more support.** This way, the observers can learn from one another. Observers with a better grasp of the tool may be encouraged

to share their ideas and help other observers who may be struggling — sometimes hearing something phrased in a slightly different way from a peer may help the struggling observer understand.

Ideally, group members will take turns to speak and listen to one another. However, some groups may include a strong group member who may dominate the discussion and not give others the chance to share their opinion. It is critical that although the trainer is not taking an active part in the small group discussion, you should still be involved. Walking around the room to monitor the discussions, using a tracker, and helping to clarify misunderstandings are all important roles of the trainer during the small group discussion.

After they assign scores in their small groups, have each group record their final element scores on the board or on a piece of flipchart paper. Refer to these scores during the whole-group discussion so that you can spend less time on areas where there is more consensus (between groups and with the master codes) and focus on areas where there is less agreement. Additionally, this enables you to call on groups to justify their answers if no one volunteers (e.g., if most groups score an element a 2 but a couple of groups score it a 4 or 5, then you can ask those groups to justify their scores).

Note that for all the different types of practices, only reveal the master codes after the observers have assigned scores themselves (whether in small groups or individually). The scores should be visible for the whole-group discussion that occurs after coding.

Sample Script: Practice 2

Everyone take a moment and think about which element and which behavior you are having most trouble with. Circle the element and the behavior on your score sheet (you should make two circles). During the next video, pay a little bit of extra attention towards gathering evidence for the element and behavior that you are struggling with so you get some extra practice with the element and the behavior — but don't forget to gather evidence for all the other elements and behaviors too!

PICK AN ELEMENT



For coding the three snapshots, you will need to keep track of time yourself. There is a one-minute window in which to take the snapshot but remember to try to take the snapshot near the beginning of the range. You should take a snapshot between minute 4–5, 9–10, and 14–15. For each snapshot remember to code if the teacher is providing a learning activity for most students or not. If so, scan the room and record how many students who appear off task.

TRACK YOUR TIME

When we are ready to assign scores for the remainder of the elements, remember to mark all the behavior scores. After assigning all the behavior scores, we should always assign the element score which fits best. For example, if the scores might be between 4 and 5, we will read both the Medium and the High and assign which one fits best. We should not assume that it is better to assign a 4 just because we may have two Mediums and one High — a 5 might be the best fit for the element. We will read the whole description and assign the score that is the best fit considering what we have observed.



Keep trying to take specific notes using the various tips and strategies we've discussed. I know it's hard at first, but that's why we are practicing!

We will do another 15-minute observation. Again, try to take as many notes as you can that focus on providing evidence for the different behaviors. After the video you will work together as small groups to discuss notes and compare them to the behavior ranges in the manual. You will assign scores, both for the behavior ranges and for the elements, with your group. We will take 45 minutes to assign scores, you will need to watch and manage your time to make sure you get through all the behaviors and elements. I'll let you know when the time is half-way through.

NOTES

When you are ready to assign scores, remember we should assign the score which fits best based on the descriptions and examples in the manual. Always go back to the manual, read the whole description, and assign the score that is the best fit considering what we have observed.



Alright, let's watch the video, take notes, and then sit in your groups of three to discuss notes and scores. The video will be 15 minutes and then you will have 45 minutes to discuss and assign scores. If it seems like not enough time don't worry, do your best and then we'll work together to debrief as a whole group after everyone is finished.

PLAY VIDEO

Ready?

[Play video. After the video is over, remind observers to assign behavior and element scores in their small groups. Actively monitor the room while observers are discussing, they will have 45 minutes and do give them time checks to help make sure they all code the entire video. After the 45 minutes are over consider having each small group write their master scores on the board for reference during discussion. Then, reveal the master codes and facilitate the whole group discussion. Call on specific groups during discussion based on the scores they wrote on the board. See example image below]

Group 1		Group 2	Group 3...
TOL	Y, 1; N; Y, 0	TOL	TOL
SLE	5	SLE	SLE
PBE	4	PBE	PBE
LF	5	LF	LF
CFU	3	CFU	CFU
Feedback	3	Feedback	Feedback
...	

ASSEMBLE SCORES

[After the discussion is over, collect the notes from observers on Practice 2. During Practice 3 video and coding session, spend some time looking at observer notes to see what observers are doing well and where observers are struggling. Share with them in the note-taking section in Practice 3 below]

Practice 3: Code Individually, Small Group Discussion

As observers continue practicing the process of coding videos, they become more confident and more reliable. As such, we continue to give them more independence, so they continue to be challenged and are able to develop the ability to code on their own.

In this next stage of coding, observers will code individually before discussing their codes in small groups. After their small group discussions there will be a less-detailed whole-group discussion where you will be able to make sure any questions or concerns are adequately addressed. Have each small group record their final element scores on the board or on a piece of flip chart paper. Refer to these scores during the whole-group discussion so that you can spend less time on areas where there is more consensus (between groups

and with the master codes) and focus on areas where there is less agreement. Additionally, this enables you to call on groups to justify their answers if no one volunteers (e.g., if most groups score an element a 2 but a couple of groups score it a 4 or 5, then you can ask those groups to justify their scores).

While you should always try to promote discussion by letting observers attempt to answer one another's questions, in this phase, it is likely that observers may still need some support from the trainer. Acknowledge observers' correct answers and use appropriate opportunities for feedback to help observers deepen their understanding of the tool. Encourage as much participation and peer feedback as possible to further facilitate learning.

As always, monitor the room during individual coding and small group discussion to provide support and clarification where necessary.

Sample Script: Practice 3



Everyone is doing a great job!⁸ It's okay if you still feel confused about some parts of the manual or coding procedure — this is a normal part of the learning process. Be sure to raise these issues within our whole group or small group discussions, to ensure that I or your colleagues can help you understand the process better, and this way we can all work together towards getting reliable on *Teach!*

FEELINGS ON NOTE-TAKING

Before we begin, how does everyone feel note-taking is going? Can we have a quick check? Give me a thumbs-up if you think you've found strategies that work for you, even if you feel you need some practice! A thumbs-sideways if some things are working, but you feel you're still struggling to capture everything, or a thumbs-down, if you feel completely lost and that you need more ideas/tips to be able to successfully code.

[Allow observers to express their feelings on note-taking]

I have looked at your notes and I noticed that you are doing a great job on ____ and I think some of you could improve by ____.

[Use data from looking at their notes to provide specific feedback]



We will now do another 15-minute observation. For the next video, you will practice assigning codes by yourself. We will give you 30 minutes to assign codes, please manage your time appropriately though I will let you know when you have 5 minutes left. If you finish early, consider going back and double checking, read the FAQs, etc. After you code all the behaviors and elements individually, you will have 30 minutes to discuss your codes as a small group.

ASSIGN SCORES

Try to focus on the behaviors where your group had the most variation in scores. Share your evidence with one another and try to come to a consensus on what you think the correct score should be. After your small group discussion, we will again share the master codes and have a whole-group debrief where you will have a chance to share any unresolved questions or share any insights from your discussions.

When assigning your scores, remember to always go back to the manual, read the whole description, and assign the score that is the best fit considering what we have observed. Also, remember to assign a score to *every* behavior and *every* element, make sure you are writing *all* your answers in the far-right column on the score sheet.

REFERENCE MANUAL

⁸ If you notice that many of the observers are struggling with a certain behavior, element, or area, consider using a few questions from the item bank to facilitate a group discussion and help clarify misunderstandings.



Ok, here is the next video.

[Play Video. After the video is over, remind observers to assign behavior and element scores individually and to not look at other observers' paper. Give them 30 minutes to assign scores. Once the time is up, give them another 30 minutes to discuss in small groups and come up with a small group score. Actively monitor the room while individuals are coding and while observers are discussing. After groups are done discussing and have decided on their group scores, once again invite them to write their small group scores on the board. Once each group has written their scores on the board, reveal the master codes and have a whole-group debrief]

PLAY VIDEO

Practice 4: Code Individually

For the final stage of practice, observers will go through the entire process individually. This gives them the opportunity to practice what it will be like during the Reliability Exam as well as helping them develop the confidence they will need to individually code in the field.

Observers will code individually. After they have finished coding, the master codes will be revealed and they will engage in whole group discussion. After the discussion, observers should turn in their score sheets — data from these score sheets should be entered into the Reliability Excel and pertinent notes added to the tracker to help identify areas where observers are struggling the most. Remind observers to make sure their name is on their scoresheet.

It is important to make sure the observers know that these scores *will not* have any bearing on the Reliability Exam and that they will not be penalized for incorrect answers — the scoresheets are simply for the purpose of helping identify areas in which observers may be struggling. As the master scores will be revealed while observers still have their scoresheets do remind observers to *not* change their answers as wrong answers will help ensure areas in which they are struggling are addressed.

Enter scores from observer scoresheets into the Reliability Excel and make notes in the tracker of who passed and who failed. See below for more information on using data obtained from the Reliability Excel and tracker.

Sample Script: Practice 4

In this final round of practice, you will experience what it will be like during the Reliability Exam. We will watch the video together, and then you will do all the coding individually. After you submit your codes, we will have another discussion together as a whole-group to go over any areas with lingering questions.

As always, focus on taking specific, evidence-based notes and consistently referring to the manual.

RELIABILITY EXAM
PRACTICE



[Play Video. After the video is over, remind observers to assign behavior and element scores individually and to not look at other observers' paper. Give them 30 minutes to assign scores. Once the time is up, reveal the master codes and have a whole-group discussion. Remind observers to write their names on their scoresheets and to not change any scores after the master codes have been revealed. Remind them that there is no penalty for incorrect answers. Collect scoresheets at the end of the group discussion and input the data into the Reliability Excel. See who passed and who failed and make notes of your tracker]

PLAY VIDEO

Practice 5: Coding in the Field⁹

In this section, you will learn how to set up the opportunity for observers to practice coding in the field, how to prepare the observers ahead of the field day, what to do on the day itself, as well as how to debrief afterwards.

Depending on the context of your training, debriefing may be able to take place the same day as field coding (preferable) or the following day. While the specific agenda of the field day will depend on the context, you should always prepare observers for the field day and debrief afterwards. Depending on time, preparation may happen the day before and debriefing may be in the afternoon after observing classrooms or the next day.

Before making this a part of the training agenda, you should double check that schools are prepared to welcome the observers, and that you have the authorizations required to conduct observations at the school that you will be visiting as part of the training. Do not try to visit schools or conduct observations if any of these aspects are not in place.

Observers should be assigned to groups ahead of time. There should be no fewer than 2 and no more than 4 observers per class, and the number of observers per class will de-

pend on the size of the training group as well as on the number of classrooms to which you have access. It is important to create the groups strategically. Use data you have collected throughout the training to ensure groups have a mix of observers with stronger and weaker abilities. Again, this will enable observers to learn from one another during the coding process and during the debrief.

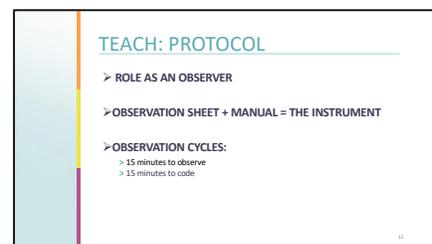
Once you have everything in place to be able to conduct observations in the field, you must prepare observers for the field day before going to the schools. This includes going over the Protocol page in the manual (Page 12) — see the sample script below for introducing the field day to observers.

After the observers conduct the field observations, it is important to carry out a debriefing session. Ask them to double check to ensure they have completed all the necessary information and that they turn in their codes. Allow observers to share their experiences and ask questions. The goal of the debrief session is to allow observers to raise issues that might have come up in the field, as the experience of coding live observations in classrooms is different from coding videos in a more controlled setting. In addition, observers might observe classroom situations or interactions in the field that they haven't yet encountered in the videos that they have watched throughout the training. Discussing these would help them understand the manual even further.

Sample Script: Practice 5 Procedures for Field Coding

Tomorrow¹⁰ you will be going into schools to conduct live observations of classrooms. You will observe the classrooms in small groups, but you will each code everything independently. After the experience, we will hold a debriefing session to go over any questions or concerns.

The goal of this section is to help you be as prepared as possible for going out into the field — this will be your first experience of conducting and coding live observation, which will be a very different experience from the video coding we have done so far. Let's all turn to Page 12 of the manual where we will find a lot of helpful information on protocol for conducting observations — which we will be doing soon!



⁹ Field day is optional, include if relevant to the agenda for your training.

¹⁰ Edit depending on agenda of the training.

Sample Script: Practice 5 Procedures for Field Coding



You can see the Protocol is divided into three parts — Before, During and After. We are going to do a small activity to learn about these different protocols. I will divide you into three groups, one group will be “Before”, one group will be “During”, and one group will be “After.”¹¹ Each group will be responsible for studying the protocol column assigned to you and creating a small skit to present to the rest of the group to teach us about the protocols in that section. For example, the Before group may create a small skit presenting one scenario where the teacher agrees to be observed, and one where the teacher doesn’t. Does anyone have any questions? You will have 15 minutes to read your protocol section and think of a small skit, then we will reconvene.

DIVIDE GROUPS

[Divide the room into groups and assign them to a protocol section. Give them 10 minutes. Monitor the room, and provide assistance and ideas as necessary]

Ok great everyone. Now, we’ll go through the sections one by one, watch the skit(s), and discuss that column before moving onto the next skit.

WATCH SKIT

[Watch the skit on the Before protocol, discuss. Do the same with the two other sections.]

Thanks everyone for your participation! To wrap it all up, before the beginning of the lesson, we should introduce ourselves to the teacher, explain the purpose of the observation, and remind them that their identities will remain confidential. If the teacher is out of the classroom and you have been given permission to enter, find a place to sit and wait, and then go and introduce yourself to the teacher when they enter.

SUMMARIZE

Observers avoid interacting with their surroundings (the classroom, teacher, students, etc.) as much as possible and sit quietly toward the back of the classroom. While conducting the observation we should be fully focused on the class, even if seems like nothing is going on, this includes refraining from using our phones — except to monitor time. We should also remember to maintain neutral body language and facial expressions throughout the observation. After the observation, make sure to thank the teacher, be respectful, and to not discuss the scores with anyone except as requested by your supervisor.

Let’s take a look at the Length of Observation section on Page 13. There is a lot going on in classrooms and we have limited ability to pay attention to everything at once — there is a limited capacity of things one can recall and remember. That is why *Teach Primary* observations are broken into two 15-minute segments, with time for coding after each segment. For example, in a 45-minute lesson you’ll have 15 minutes of observation, then 15 minutes of coding, then 15 minutes of observation again and the last 15 minutes for coding, which may be done after the class is over. If you know the class will only be 40 minutes then make sure to only spend 10 minutes coding the first segment to ensure you are able to code two full, 15-minute observation segments. Right now, as we are learning, coding will take more than 10-15 minutes, but with practice we will be able to do it within this time. While you’re in

¹¹ Depending on the size of the group, consider dividing them into multiples of three groups. For example, 2 groups for Before, 2 for During, and 2 for After.

Sample Script: Practice 5 Procedures for Field Coding

the field, if you manage to code the first observation in less than the allocated time, make sure you only start the second observation segment at the specified time — for example, if you manage to finish coding in 8 minutes when you have 15 minutes to code, make sure to wait the full 15 minutes before beginning the second segment.

LENGTH OF
OBSERVATION

Tablet Training¹²

For observers who will be using tablets to submit their codes, they must be trained on using the tablets. The goal is to reduce user error and ensure all codes are entered correctly. In

the Complementary Materials you will find 5 completed observer sheets. These should be projected onto the screen and observers should all enter the scores into their tablet.

Use the script for the optional activity below.

Sample Script: Tablet Training



Now we will have a brief activity to practice entering scores into your tablets to record the information. It is critical that you know how to operate the system and that you carefully double check all the answers before submission to ensure quality data.

Everyone, please go ahead and log-into the site on your tablet.

[Wait a moment to make sure everyone can access the site]

Is everyone on? Ok great, we will do one together first.

[Project a completed score sheet on the screen, walk observers through the data entry process and make sure any questions about each section are addressed]

LOG-IN

Great, are you ready to do it on your own? I will now project 5 complete score sheets onto the screen, one at a time. You will have 15 minutes to enter the data for each scoresheet into your tablet. Make sure you are careful with your entries, so all the data is correctly recorded. If you have any questions, feel free to ask, this is not a test and we're doing this to make sure you know how to correctly enter the data. That being said, do please ask me if you have a question and refrain from simply looking at your neighbor's tablet.

[Project completed score sheets onto the screen one by one, allowing observers to enter the data on their tablet]

ENTER DATA

¹² Optional section for those using tablets.

COMMON AREAS OF CONFUSION

While collecting and using data collected from the observers in the training should be your primary source of adjusting, we

have found there are some common areas of confusion. The below outlines each element, various troublesome points for each, and how to best help observers overcome those points and become reliable with the tool.

Time on Task

Terms	<p>While many of the terms used in the <i>Teach Primary</i> Observer Manual might be clear to some trainees, others may need additional explanation to clarify uncertainty:</p> <p>“Snapshot” — A moment which can last 1–10 seconds in which it is recorded what is happening. The length of the snapshot may vary depending on how long it takes to look around the room and count potentially “off task” students.</p>
Explanation	<p>The Time on Task element was not included in previous training pilots.</p>
Troublesome Points	<p>0.1 — There is no data for this behavior</p>
	<p>When to code</p> <p>Look at the manual for instructions on when to code this behavior for a 15-minute segment. For a longer segment, code every 5 minutes. For example, in a 20-minute segment, the first snapshot should be at minutes 4, the second at minute 9, the third one at minute 14 and the last one at minute 19.</p> <p>Scan the room</p> <p>Remind observers to scan the entire room during the time of the snapshot. It is important to locate the teacher before scanning the room. After locating the teacher, scan the room from left to right and note if the students are provided a learning activity. For example, are the students given a worksheet? Or are students waiting for the next activity?</p> <p>Transitions</p> <p>Transition time, or ‘waiting time’, is considered a non-learning activity. Transitions occur in most classes. As indicated in the manual, one should consider what most of the students are doing and if the teacher is providing a learning activity. A transition officially ends when most students are provided with the next learning activity.</p> <p>Student distractions</p> <p>It is important to note that students may get distracted throughout their work; this does not affect the score for 0.1 as this behavior is measuring if the teacher has provided students with a learning activity or is teaching, not if students apply themselves.</p> <p><i>Tip — Look for visual and auditory cues. For example, if the teacher gives students a learning task and then proceeds to write on the board, even if students appear to be distracted this would be considered a learning activity. If most students appear to be finished and are waiting for another activity, this is considered a non-learning activity.</i></p>

0.2 — There is no data for this behavior

For this behavior, the thresholds are provided in the manual.

How to determine on vs. off task

Trainees may have a difficult time determining which and how many students are on and off task. The manual provides some examples of what off task behaviors look like. In general, students are considered “off task” if they’re looking away, playing with other students, possibly fidgeting (they’re looking down, playing with their pencil, etc.), looking at the camera, talking to one another, etc.

Note — if 0.1 is scored No, 0.2 is scored N/A.

Students are considered off task when they are working on activities other than the one provided by the teacher. Some of these off-task behaviors include talking to/playing with other students, sleeping, looking away from the board/wherever the teacher has directed their attention, and looking at the observer.

Tip — Start with the teacher and scan the room from left to right counting how many students appear to be off task for this behavior. Count the number of students that seem disengaged or distracted.

Guiding Questions

- 0.1 Has the teacher provided the class with a learning activity?
Does this learning activity involve the majority of the class?
Is the teacher in the classroom while the students work on a learning activity
- 0.2 Are there students sleeping, looking out the window, or watching the observer?
Are there students talking, passing notes, or distracting the class?
How many students are off task?

Time on Task: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	NO	YES
0.1 Mozambique	In this snapshot, the teacher gives instructions to a group of 6 students. 10 students are sitting without any learning activity, and one is playing with a pencil.	All of the students are working in groups to complete a worksheet about nouns.
Philippines	The teacher is attempting to get students to sit down in this snapshot. The students are	The teacher is at her desk and seems to be grading papers. Students are working individually on an assignment.

		not provided a learning activity and the teacher is not teaching.		
	Afghanistan	In this snapshot, the teacher is checking students' hygiene and attendance; this is an administrative task and is not considered a learning activity.		The teacher is explaining the process of plowing a field by drawing on the board and showing the students images.
	Philippines	The teacher is in front of the class giving directions to students on what to do next.		During this snapshot, students are reading aloud sentences that include personification that they created during the previous learning activity. This is a learning activity that the teacher provided the students.
	Punjab	The teacher is not in the classroom. Some students are walking around the room; others are playing with one another.		The students are working on a worksheet about verbs, individually. In this snapshot, the teacher is giving a student (that is finished with the worksheet) another activity to complete.
Behavior/Country		LOW	MEDIUM	HIGH
0.2	Mozambique	The students have been provided a learning activity of drawing, but about half of the class is talking and looking out the window.	During this snapshot, the teacher is giving the class instructions about an assignment. However, two students have their heads on their desks. These students are considered to be off task.	The teacher has given the students a group activity about verbs, and all of the students appear to be on task.
	Philippines	In this snapshot, the class is forming groups for a learning activity the teacher has provided. Most of the students are slowly gathering materials and looking around. The students are off task because they are not participating in the learning activity provided.	The teacher is asking the students questions referring to a book about two children. Most students are on task; however, three students are laughing in the back of the classroom, which seems to be unrelated to the lesson.	During this snapshot, everyone is repeating words from the blackboard as the teacher points to the writing. One student is staring at you, the observer.
	Punjab	The teacher is simplifying fractions on the board for the students. However, there is a group of 7 boys talking amongst themselves.	The students are working in partners to match pictures with words that describe them. However, one of the pairs is finished and is not given any other learning activities.	The class is listening while the teacher is explaining the difference between "opening" and "reading". One student is drawing on their desk while the rest are paying attention to the teacher.

Time on Task FAQs

<p>(0.1a) When the class is in transition, how do I know when the transition has ended?</p>	<p>Transitions occur in most classes; as indicated in the manual, one should consider what most of the students are doing and if the teacher is providing opportunities to learn. A transition officially ends when most students are provided with the next learning activity. For example, if the teacher says, "Take out your workbooks and complete the exercise on page 3", but students have not yet taken out their workbooks at the time of the snapshot, this would still be considered a learning activity as the teacher has provided a learning activity for most students. However, the students may be off task.</p>
<p>(0.1b) How we would code the snapshot if a learning activity happens concurrently with administrative activities?</p>	<p>Even though the teacher is doing administrative tasks (which are considered non-learning activities), it would count as a learning activity if most students are provided with a learning activity. For example, while taking attendance, a teacher may ask students to identify phonemes and put their names on the wall under the first letter of their name.</p>
<p>(0.2) Is a student off task if s/he leaves the room during the snapshot?</p>	<p>They are counted as off task. If they leave the room before your snapshot, you do not count them as off task.</p>

Supportive Learning Environment

<p>Terms</p>	<p>While many of the terms used in the <i>Teach Primary</i> Observer Manual might be clear to some trainees, others may need additional explanation to clarify uncertainty:</p> <p>“Respectfully” — It is recognized that “respect” can be demonstrated in different ways in different cultures. All students should feel welcome and the teacher should create an environment that is free from physical and emotional hostility. For example, in many countries using someone’s name is a sign of respect; however, this form of respect could manifest differently in different settings.</p> <p>“Positive language” — Positive language can be anything verbal that is used to praise or encourage a student or group of students.</p> <p>“Student needs” — Needs encompass any physical, material, or emotional needs of a student. This generally does not refer to a students’ academic “need” to understand content, but rather includes scenarios such as a teacher providing a student with a pencil, a partner for an activity, consoling a student who is crying, or accommodating students’ who need to use the bathroom, etc.</p>
<p>Explanation</p>	<p>Based on evidence from prior trainings, trainees reliably scored SLE 89% of the time. Coders were less reliable on behaviors 1.1 (Medium) and 1.3 (Low and High). The behaviors trainees found most difficult are outlined below¹³:</p>
<p>Troublesome Points</p>	<p>1.1 — Trainees are more likely to correctly score this behavior when it is a Low or a High, but when the score is a Medium only 34% score correctly; 12% incorrectly score it Low and 54% incorrectly score it High</p>
	<p>Medium score</p> <p>This behavior is scored a Medium when the teacher does not ridicule, yell, or show impatience with students but also shows no signs of respect. It may be helpful to remember that if the teacher does not consistently or explicitly treat students with respect or disrespect, this behavior is scored a Medium.</p> <p>Concept of respect</p> <p>The concept of respect varies from culture to culture and teachers may exhibit respect differently. As every culture is different, trainees should note whether or not the teacher treats students with disrespect or creates a hostile environment.</p> <p><i>Tip — It is a good idea to explicitly mention that the teacher may receive a score of High on this behavior even if they don’t use student names. This can be a sticking point as some think it’s required to have a High score.</i></p> <p><i>Tip — Watch students’ reactions and how they respond to the way the teacher is treating them. While this alone may not be enough to evidence a score, it can help provide supporting evidence.</i></p> <p><i>Tip — Engage the trainees in a discussion of what would constitute respectful and disrespectful teacher behavior in the classrooms they will be observing.</i></p>

¹³ Comparative percentages data was taken from the combined reliability scores from the Punjab, DC, and UVA trainings. It is fully recognized that data may be biased as trainees may change their scores to help them pass the certification exam (i.e. coding a 2 when they think should score a 1 to give themselves a “buffer” as reliable is defined as scoring within 1 value of the master code). Note that the manual has changed for 1.1 and 1.4 since the trainings.

Biases

Remind trainees to attempt to keep all personal biases out of their scores. This behavior may be easily affected by whether or not an enumerator “likes” the teacher or “feels badly” for the teacher. Lower or higher scores should not be given for reasons such as, “the teacher just seems kind of mean”, or “the teacher seems nice”, respectively. Evidence should relate to what the teacher is saying and doing to show that they are respectful or disrespectful towards students.

Multiple rounds of scoring with the same teacher may also particularly increase bias in this behavior as trainees already have a preconceived notion of a teacher (as they have already given a score).

Tip — Have trainees ask themselves, “Would I still think this score is accurate if I hadn’t already seen this teacher?” Acknowledging the potential bias instead of pretending it doesn’t exist can help trainees be more objective.

Automatic low

For this behavior, even if a teacher is treating students respectfully most of the time, if at any point she or he yells at, scolds, shames/ridicules, or uses physical punishment with students, the score is automatically a Low.

1.2 — Trainees generally do well with this behavior**Positive language**

Remember that this behavior is in the context of SLE and the goal is to measure how effective the teacher is at creating a supportive learning environment. Positive language can be anything to support a student. It is most often observed as an acknowledgement of something they did well (e.g., “Good job!”). However, it can also be encouraging students (e.g., “Try again, you can do it!”) or supporting them in general (e.g., “You have improved so much this year”).

Positive actions

Things that may be positive but are not verbal are not considered evidence towards this behavior. For example, a teacher puts stars under students’ names on the board for those who are doing a good job, hands out stickers as a reward for getting a correct answer, or claps for a student. If these are accompanied by a verbal statement (e.g., “Let’s clap for John,”) then the statement is considered evidence towards this behavior although the actual clapping is not.

Note — that saying “Correct” is not evidence of positive language, as it is simply stating a fact.

Quantify Low, Medium and High

How do we quantify the difference between Low, Medium, and High? Trainees will likely see teachers using positive language such as “good” or “well done.” For generic positive language such as this, the general thresholds are as follows:

- Zero instances of positive language is scored a Low
- One to four instances of positive language is scored a Medium
- Five or more instances of positive language is scored a High
- If the positive language is very thoughtful, specific, and is of a higher quality than simply saying “Well done” the above rubric does not need to be rigidly followed. This type of language is scored a High.

1.3 — Trainees are more likely to correctly score this behavior when it is a Medium, High, or N/A, but when the score is a Low only 5% score correctly; 9% incorrectly score it Medium, 5% incorrectly score it High, and 81% incorrectly score it N/A

Teacher questions not as evidence

There may be instances when the teacher asks students if there is a need, such as “Are you hungry? Are you tired?” The teacher’s question is not considered as evidence toward this behavior and does not impact the score if the students do not give some indication that there is indeed a need (by answering “yes”, nodding their heads, keeping their head down on the desk, etc.).

Teacher responses as evidence

If the teacher responds to a student need (and there is evidence to support that it is indeed a need), this can be considered evidence for this behavior even if the students do not say they have a need. For example, a student clearly does not have a partner during a partner activity. The teacher notices and has the student join a group of two other students so that all students are included.

Note — When there is a need that the teacher doesn’t respond to (score is Low), trainees tend not to notice the student need (they score as N/A).

1.4 — There is not data for this behavior

Non-evidence

While being treated with equal regard means students should be provided with equal opportunities to engage in the class, a teacher who calls 4 boys and 3 girls to answer a question is not necessarily exhibiting evidence of gender bias.

Tip — if the teacher only calls two (or a low number) students and they both happen to be boys (or girls), this is not necessarily evidence of gender bias. When the number of students participating is quite low, it is reasonable that the teacher may not choose exactly an equal number of boys and girls.

Girls over boys

Gender bias can happen in either direction. For example, if a teacher calls on only girls to answer hard questions, makes statements about excluding boys, or only gives girls the opportunity to participate in class then this is also considered evidence of gender bias.

High score

Remember that this behavior is scored a high only if the teacher does not exhibit gender bias AND challenges gender stereotypes. The teacher can challenge stereotypes by providing examples of families where the father-figure cares for the children while the mother-figure is a doctor. Another example of challenging gender stereotypes may come in the form of reading a book where the main character is a woman astronaut or a male dancer.

Guiding Questions

1.1

Does the teacher, ignore, scold, or yell at students at any point?

Does the teacher exhibit any respectful behaviors towards the students?

	What are examples of respectful behaviors that the teacher should exhibit towards the students?
1.2	What type of positive language does the teacher use? How specific and thoughtful is it? How many times does the teacher use positive language?
1.3	What are some examples of student needs that you have seen? If a teacher asks whether a student has a need, is there observable evidence that the student does indeed have a need?
1.4	What are some examples of what would constitute gender and disability bias? Are the chances to participate proportionate to the ratio of different genders in the classroom? Does the teacher reinforce gender or disability stereotypes in the classroom for any gender? Does the teacher have different behavioral or academic expectations for different genders or different abilities? Does the teacher assign different types of roles to the different genders?

Supportive Learning Environment: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	LOW	MEDIUM	HIGH
1.1 Mozambique	The teacher refers to students as "girl," "those in the back," and "hey, you." She uses "please" once, when she says, "Can you please pay attention." In addition, the teacher uses phrases such as, "If you're sleeping, I'll put you outside," and "The lazy ones always answer no."	The teacher does not call students by their names or show any other sign of respect, but does not show any disrespect either.	The teacher welcomes the students when they come into the classroom by saying, "Welcome students" and uses student names. The teacher also calls a student's name and says, "Rosa, come to the board." The teacher does not ignore or yell at students.
Philippines	The teacher continually scolds the students when they make mistakes and at one point seems to be frustrated and yells, "Why can't you all get this right?!"	The teacher is not disrespectful towards students. She uses a name once when addressing a student, but mostly just points at students. The teacher also displays no signs of disrespect towards students (e.g. The teacher doesn't scold or yell at the students).	The teacher shows respect and exhibits welcoming behavior, such as greeting the students as they walk into the room, consistently using names when addressing students, and never scolding, or yelling at students.
1.2 Mozambique	When a student gives a correct answer the teacher simply says, "correct" and moves on with the lesson.	At one point the teacher says, "You did learn well," but this is the only evidence of positive language in the segment.	The teacher says, "well done" five times and also says one student's notebook is "radiant."
Philippines	When a student gives a correct answer the teacher simply says, "correct" and moves on with the lesson.	The teacher says "very good" four times throughout the class, there are many times the teacher does not respond to students' answers. For example, when the teacher asks a question and a student gives the correct answer the teacher responds with "Okay" and moves on to the next question.	The teacher consistently uses positive language such as "correct" and "very good", which are used at least eight times.

1.3	Mozambique	One student tells the teacher that she could not do the work because she does not have a pen. The teacher responds by saying, "Did you lose your pen? One should not forget a pen!" and moves on.	The teacher notices that one of the students has a temperature and says that he should be taken to the hospital soon. As the student does give visual indication that he is indeed sick, she, therefore, responds to the need, but the problem isn't resolved.	In a paired activity, the teacher notices that some students don't have partners, so he reshuffles some students so that all have pairs. This is a student need as the students were required to be in pairs in order to complete the activity.
	Philippines		The teacher says to a student who is resting his head on a desk and closing his eyes, "Are you not feeling well?" and then goes to the student's seat to check in by saying "Do you feel sleepy?" However, the teacher then continues with the lesson without further action.	During a group activity the teacher approaches a student sitting in front who didn't have a group and was not participating in the activity. The teacher speaks with the student and helps the student join a group and engage in the activity. Although the student's specific need is inaudible, from visual cues the teacher is observed to address the issue.
	Afghanistan			During the reading exercise the teacher notices a student is not engaged and without a book. The teacher puts the book in-between the student and another student to the right and says, "Read together from textbook, read together."
	China			When a student is giving a response on the board, the teacher notices that the student is nervous and says, "Let's encourage him. He's too nervous. Just, relax, you're great!"
1.4	Mozambique	The classroom appears roughly equal between boys and girls. The teacher does call on both to answer questions. At one point in the class, the teacher needs more chalk and sends a girl to fetch more. At another point he needs a cloth to clean the board and again sends a girl.	At one point, after some boys have spoken, the teacher says, "Now instead of a boy, a girl from the last row will choose."	In a cultural context where girls and boys would never sit next to one another, the students are seated all together, boys and girls.

Philippines	In a class of more girls, the teacher gives more opportunities to boys than to girls even though the girls raise their hands and are sitting close. The teacher only calls on boys to come up to the board and only calls on a few girls to answer simple, “yes/no” questions.	The teacher calls on both boys and girls to share their thoughts on the photos and calls on both genders to come to the front of the class and match the photos to the words.	The teacher shows students photos of women working in construction and men staying at home, which challenges students to re-examine traditional gender roles.
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Supportive Learning Environment: FAQs

(1.1) Must teachers use student names to treat students respectfully?	In some cultures, the use of names may not be a common sign of respect. If the teacher does not use names but exhibits other signs of respectful behavior (e.g., the teacher uses terms of endearment to refer to the students, uses a respectful form of a word, or speaks to the students in a warm tone of voice), this may still be scored high.
(1.2a) Would nonverbal communication be counted as positive language?	Although praise for students may come in many forms, behavior 1.2 only seeks evidence of “positive language.” As such, nonverbal communication, such as clapping or smiling, would not impact the overall score. However, if the teacher makes a statement, such as “Let’s give a round of applause,” this would be counted toward positive language — not because of the applause, but because the teacher verbally communicates positive language.
(1.2b) What is considered “consistent” positive language? Specifically, where do you draw the line between mid- and high-level?	Both the consistency and the quality of the comments should be taken into consideration. For example, if a teacher simply says, “you are such a talented group of students” and “awesome!” in a 20-minute segment, it is weighted more heavily than the teacher saying “good” four times. However, if the teacher says, “very good” seven times, this would constitute a high rating. The basic thresholds of 0 instances of positive language constitutes a low score, 1–4 a medium score, and at least 5 a high score, may be used as a loose guide to determine scoring.
(1.3a) A student needs to go to the bathroom, is that considered a need?	Yes, although the examples in the manual have to do with providing materials or emotional support, please remember that these are simply examples and are not comprehensive. Any observable emotional, material, or physical needs would be captured here. If a student needs to go the bathroom, that could affect how s/he pays attention during the class, and it is important for the teacher to address. It’s important to note, what’s not captured is a student’s need to understand academic content as this is captured when the teacher adjusts the lesson (behavior 4.3).

<p>(1.3b) During a partner activity, the teacher rearranges partners to include a student without a partner. Does this count as responding to a student need?</p>	<p>Yes, although rearranging students in the classroom is not automatically considered responding to student needs, if a student doesn't have a partner or group for an activity and the teacher rearranges the students to include the student, then this is considered to be addressing a student need. In order for this to count, there would need to be an identifiable student need — e.g., the student would either have to visibly not have a partner, or the teacher might say, "Who doesn't have a partner?", and the student would need to respond that they do not have a partner.</p>
<p>(1.3c) Does asking a student if s/he has a specific need automatically count as responding to a student need?</p>	<p>No, a teacher simply asking if a student has a need does not necessarily count as responding to a student need. For example, if the teacher asks students if they are hungry or tired in an attempt to engage students, this would not automatically count as responding to a student need. However, this would be scored medium if the student indicates the perceived need does indeed exist by indicating if s/he is tired or hungry, or if it is clear that the student is tired or hungry. If the teacher then addresses the problem by giving the student something to eat, this would be scored high.</p>
<p>(1.4a) If a teacher uses explicit language that encourages equal opportunities in the classroom but this is not reflected in other behaviors exhibited by the teacher, can this still be scored as high?</p>	<p>No. If a teacher says "Now we have heard from a boy, let's hear from a girl" or "We have not heard from any girls, is there a girl who can answer the question?" but continues with the lesson by only giving opportunities for boys to participate in learning then this would be scored as low. When explicit language that encourages equal opportunities is used within the classroom it is important to observe whether the teacher's actions also reflect this and if there is any clear indication of gender bias or stereotyping occurring this behavior should take precedence in deciding the overall rating. For example, if the teacher is using language that indicates the promotion of equal opportunities such as, "I would like both boys and girls to answer," and proceeds with alternating between asking a boy then a girl when there is a clear gender imbalance in the classroom (e.g., 3 boys and 28 girls), then this would be scored as low as boys are clearly being given unequal opportunities to participate in the lesson.</p>
<p>(1.4b) What happens if a student makes a remark that expresses gender bias or stereotyping?</p>	<p>If a student is seen as making a comment in the classroom that expresses gender bias or stereotyping such as, "Girls can't do math!" or "Cleaning is not a boy's job!" and this is not addressed by the teacher, this would be scored as low. If the teacher responds by acknowledging the inappropriateness of the comment but not by challenging it, then this would be scored as medium. Alternatively, if the teacher acknowledges the inappropriateness of the comment and challenges the stereotype by saying, "That is not true, there are many boys who help their parents with cleaning at home," then this would be scored as high.</p>

(1.4c) Can a teacher's use of resources be counted as an example of challenging gender or disability stereotypes?

If a teacher uses resources or examples during classroom activities that challenge gender or disability stereotypes (e.g., text or image that shows a man cooking or cleaning for children), this can be counted as an example of challenging gender or disability stereotypes and would be coded as high.

Positive Behavioral Expectations

Terms	<p>While many of the terms used in the <i>Teach Primary Observer Manual</i> might be clear to some trainees, others may need additional explanation to clarify uncertainty:</p> <p>“Positive student behavior” — Positive behavior typically aligns with or exceeds behavioral expectations.</p> <p>“Misbehavior” — A misbehavior occurs when a student causes a disruption in the classroom that either interferes with the flow of the lesson, distracts other students, or upsets the teacher.</p> <p>“Expected behavior” — What students are expected to do in classroom setting. Behavioral expectations focus on the expected behavior during an activity, whereas instructions for an activity focus on the steps required to complete an activity.</p>
Explanation	<p>Based on evidence from prior trainings, trainees reliably scored Positive Behavioral Expectations 92.6% of the time. Coders were less reliable on behaviors 2.2 (Medium) and 2.3 (Medium). The behaviors trainees found most difficult are outlined below.¹⁴</p>
Troublesome Points	2.1 — Trainees generally do well with this behavior
	<p>Broad expectations</p> <p>This behavior is scored Medium if the teacher sets unclear or superficial behavioral expectations. The teacher may set broad expectations, such as, “Use your manners.” This does not clarify or explain what “manners” entails, so it is scored Medium. This contrasts with a Low, in which no behavioral expectations are set.</p> <p>Instruction vs. expectation</p> <p>It is important to note that the example provided in the manual for 2.1 Low, “Work on your reading comprehension skills” is a vague instruction for an activity and not a behavioral expectation.</p> <p><i>Note: Behavioral expectations do not necessarily need to be stated at the beginning of a segment; they can be clarified throughout the class when needed.</i></p> <p>Setting expectations vs. redirecting</p> <p>Remember the difference between setting clear behavioral expectations and redirecting misbehaviors. Setting clear behavioral expectations is proactive and informs the students about how they are expected to behave in class or for specific classroom activities. Redirecting misbehavior happens as the teacher reacts to misbehavior. After the redirection, the teacher may again remind the students of the behavioral expectations.</p>

¹⁴ Comparative percentages data was taken from the combined reliability scores from the Punjab, DC, and UVA trainings. It is fully recognized that data may be biased as trainees may change their scores to help them pass the certification exam (ie. coding a 2 when they think should score a 1 to give themselves a “buffer” as reliable is defined as scoring within 1 value of the master code).

2.2 — Trainees are more likely to correctly score this behavior when it is a Low or a High, but when the score is a Medium, only 33% score it correctly; 62% incorrectly score it Low and 5% incorrectly score it High

Recognizing acknowledgement

Trainees often miss the teacher acknowledging students' behavior (i.e. distinguishing between Low and Medium). Some examples of acknowledging student behavior at the Medium level are, "These students are working nicely together," "Everyone should behave like this group," and, "Group 1 is working well."

Medium vs. High

It is important to note the key criterion that distinguishes a Medium from a High is the specificity of the acknowledgement and not the number of acknowledgments.

Effort vs. behavior

There may be some confusion between acknowledging positive behavior and acknowledging students' efforts (8.1 Perseverance). Positive behavior typically refers to appropriate classroom behaviors that align with the teacher's expectations and contribute to the classroom environment. Examples of positive behavior are when students sit quietly in their chairs, when students are paying attention while the teacher is talking, when students are on task, etc.

2.3 — Trainees are more likely to correctly score this behavior when it is a Medium, High, or N/A, but when the score is a Low only 5% score correctly; 9% incorrectly score it Medium, 5% incorrectly score it High, and 81% incorrectly score it N/A

Tips — use the following chart to help with scoring:

	<i>Redirection is ineffective</i>	<i>Redirection is effective</i>
Teacher redirects misbehavior, but focuses on the undesired behavior	<i>Low</i>	<i>Medium</i>
Teacher redirects misbehavior, and focuses on the expected behavior	<i>Medium</i>	<i>High</i>
No misbehaviors are observed	<i>High</i>	<i>High</i>
If the teacher does not redirect behavior at all	<i>Low</i>	<i>Low</i>

Guiding Questions	
<p data-bbox="370 457 402 485">2.1</p>	<p data-bbox="435 327 1349 354">Does the teacher set behavioral expectations at all? (Note: this can be at any time of the class)</p> <p data-bbox="435 394 816 422">Are there any observed misbehaviors?</p> <p data-bbox="435 462 1442 520">Are these expectations clear and easy for students to follow step by step? Are students able to understand and know how they should behave from the expectations the teacher sets?</p> <p data-bbox="435 560 1442 619">Does the teacher set behavioral expectations for the whole class before the start of an activity or does the teacher simply react towards students' misbehavior during the activity?</p>
<p data-bbox="370 705 402 732">2.2</p>	<p data-bbox="435 657 1060 684">Does the teacher acknowledge positive student behavior at all?</p> <p data-bbox="435 724 1442 783">If so, is the acknowledgement specific and clear enough for students to know for what they are recognized?</p>
<p data-bbox="370 905 402 932">2.3</p>	<p data-bbox="435 821 756 848">Are there misbehaviors in class?</p> <p data-bbox="435 888 805 915">If so, does the teacher deal with that?</p> <p data-bbox="435 955 1430 1014">If so, does the teacher effectively redirect students' misbehavior by focusing on expected behavior or their undesired behavior?</p>

Positive Behavioral Expectations: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	LOW	MEDIUM	HIGH
2.1 Mozambique	The teacher does not set behavioral expectations. Because there is misbehavior, it is not assumed that routines are well-established. For example, when students are talking during a silent activity, the teacher says: "Can you stay quiet without talking or writing anything?" This is an example of misbehavior.	The teacher sets some superficial behavioral expectations. For example, the teacher says, "Can you please pay attention to the board?" and "When I am explaining something you should be paying attention." However, these behavioral expectations are not clearly defined, and as there is misbehavior, it cannot be assumed that routines and expectations are well established.	The teacher sets clear behavioral expectations throughout the segment. For example, the teacher calls on a student to read and says, "Stand up. Read this aloud so the class can hear you." Additionally, the students are well-behaved throughout the segment and so it is assumed that behavioral expectations have been clearly established.
Philippines	The teacher does not set clear behavioral expectations throughout the lessons' various classroom tasks and activities. The teacher makes some comments about student behavior, but it is to redirect students' misbehavior and not set behavioral expectations.	The teacher sets some behavioral expectations throughout the lesson, but most are superficial in nature and do not clearly indicate what the students are supposed to do. For example, the teacher tells students, "Let's behave, okay?", without clarifying what the proper behavior entails.	The teacher is not observed setting clear behavioral expectations, but as the students are sitting in their seats, not exhibiting disruptive behavior, and raising their hands, it is assumed that the teacher has already established these behavioral expectations and thus students continue to behave well without explicit instructions.
Punjab	The teacher does not set any behavior expectations during the segment. Additionally, many students seem confused about how they should behave when they finish an assignment. Some students approach the teacher to have their work checked, while others sit in their seats and call for the teacher.	The teacher sets some superficial behavioral expectations such as, "Wait to answer, okay?" and "My dear, go to the board." Most of the time, the teacher is reactive and provides expectations in response to students' behaviors, rather than stating expectations beforehand.	The teacher sets clear and specific behavioral expectations throughout the lesson. For example, the teacher says, "Everyone look toward me," "Sit down when you finish writing on the board," and "Answer when I ask." Additionally, the students are well-behaved throughout the lesson, following her behavioral instructions and participating in the activities in an organized manner.

2.2 Philippines	There is no evidence of the teacher acknowledging student behavior that meets or exceeds expectations. The students are doing many things well, such as raising their hands, participating in classroom activities, and answering questions. However, the teacher does not take any notice of these efforts.	The teacher acknowledges students' positive behavior, but it is general and does not indicate for which behavior they are being praised. For example, the teacher says, "Very good Group 2" when they are sitting down after an activity. However, this does not specify what the students are doing well.	In this classroom, the teacher continually acknowledges student behavior that meets or exceeds expectations. The teacher rewards groups of students who have cleaned up and are sitting quietly. The teacher also says, "Very good Group 1. They're all sitting down properly" and "Group 1 is doing well. Their desks are clean."
Mozambique	The teacher does not acknowledge student behavior that meets or exceeds expectations. Students are well behaved throughout the class, but she does not acknowledge their good behavior.	The teacher acknowledges some students' positive behavior, for example, "You are behaving well today," but this is superficial and does not mention expected behavior.	The teacher acknowledges one student's behavior when she says: "Everyone please sit up straight like your colleague here." Although this is brief and only happens once, the teacher is specific in pointing out what the child is doing correctly and acknowledging behavior that meets or exceeds expectations.
Vietnam		There is some evidence of the teacher acknowledging positive student behavior. The teacher says, "You are doing well in pairs and big groups." The teacher does acknowledge some positive behavior but is not specific about what exactly they did well.	The teacher praises a student by saying, "By checking the former lesson, I can see that you have reviewed the lesson and prepared for the new lesson. I would like to praise you." This comment is about a specific positive behavior that meets or exceeds expectations.
2.3 Philippines	The teacher does provide redirection for the students, but it does not focus on the expected behavior and it is not effective. For example, the teacher says, "Don't bother them." This comment is ineffective as students continue to walk about the room.	The teachers' redirection of student misbehavior is effective but focuses on misbehavior rather than expected behavior. For example, the teacher says, "Shh," and "Don't shout at the teacher."	The teacher redirects students who are misbehaving by focusing on the expected behavior. For example, the teacher shows a student to their seat and says, "Sit down here." In addition, the redirection seems to be effective. While the students are somewhat loud while they are working with the whiteboards, the teacher has set it up as a game and their behavior is appropriate for the task at hand, as evidenced by the teacher's behavioral expectations.

Afghanistan			<p>In general, the students are well-behaved during the lesson.</p> <p>There are some moments when the teacher redirects misbehavior by focusing on expected behaviors. For example, the teacher says: "Listen," "Pay attention," and "Please put down your hands," when the students are talking and reading the textbook.</p>
Philippines	<p>The teacher is ineffective at re-directing misbehavior. When the teacher repeatedly tries to get students to return to their seats, the students ignore this and continue to roam around the classroom. The teacher also only focuses on misbehaviors such as the students failing to listen to directions and walking around the classroom.</p>	<p>Redirection of misbehavior is somewhat effective, but the teacher tends to focus on undesired behavior. For example: "Stop playing around with that" and "Quiet. Can you be quiet?"</p>	<p>The teacher is not observed re-directing students' behavior, and the students are well-behaved throughout the lesson.</p>

Positive Behavioral Expectations: FAQs

<p>(2.1) How are behavioral instructions different from directions or instructions for an activity?</p>	<p>Behavioral expectations focus on the expected behavior during an activity, whereas instructions for an activity focus on the steps required to complete an activity. For instance, the teacher may provide instructions for an activity by saying, "Read the first paragraph and then answer the questions on page 12" — this tells students what they need to do to carry out the activity. On the other hand, the teacher may provide behavioral instructions by saying, "If you have any questions, quietly raise your hands" — this sets clear behavioral expectations for the students to follow during the activity.</p>
<p>(2.3) A student was sleeping in class, but I know he was up all-night working. The teacher seems sympathetic towards him and is letting him sleep. Does this affect the score?</p>	<p>There are two issues here. first, observers need to be very careful to not let any outside information influence their coding. No matter what the reason, only code and score what is observed during the coding segment.</p> <p>The second issue is the definition of misbehavior. Two factors may be considered when deciding if the student is misbehaving: if the student is causing a disruption in the classroom (distracting students who are trying to pay attention to the lesson), AND if the teacher is bothered by this disruption. If neither the teacher nor the other students are bothered by the student sleeping and it is not disruptive to the flow of the lesson, the behavior 2.3 score could still be high, depending on the other evidence in the classroom.</p>

Lesson Facilitation

Terms	<p>While many of the terms used in the <i>Teach Primary</i> Observer Manual might be clear to some trainees, others may need additional explanation to clarify uncertainty:</p> <p>“Lesson objective” — This is the learning goal the teacher wants their students to accomplish from a given lesson. The learning goal should be specific and concrete, for example, “We are going to learn how to subtract double digits.” However, if the teacher says, “Today, we are going to learn about family,” this is not considered a lesson objective.</p> <p>“Content knowledge” — This refers to the students’ knowledge of lesson content, which students could have learned in this or other class.</p> <p>“Meaningfully connects” — Connections are meaningful when the teacher intentionally and explicitly draws a link between prior content knowledge and/or students’ daily lives and the lesson objective.</p> <p>“Learning activity” — This includes any activity that is related to class content, independent of its quality. For example, learning activities can include, but is not limited to, a teacher lecturing, small group/team work, or students working on a worksheet independently.</p> <p>“Models” — An action is considered modeling when there are procedures and/or thinking processes related to the learning activity that the teacher demonstrates/enacts for students to follow and emulate.</p> <p>“Thinking aloud” — Think-alouds take place when the teacher verbally walks students through each step of a thinking process. For example, ... If the learning activity focuses on developing a thinking skill, a complete model will include a think aloud.</p>
Explanation	<p>Based on evidence from prior trainings, trainees reliably scored Lesson Facilitation 97% of the time. Coders were less reliable on behaviors 3.4 (High). The behaviors trainees found most difficult are outlined below.¹⁵</p>
Troublesome Points	<p>3.1 — Trainees generally do well with this behavior</p>
	<p>If the teacher does not state a specific lesson objective, but:</p> <ul style="list-style-type: none"> • States a broad lesson objective, OR • The lesson objective can be inferred from the lesson activities this behavior is scored Medium. <p><i>Tip: Ask trainees: Can the lesson objective be inferred from the lesson activities?</i></p> <p>Lesson objectives, activities, and topics Remind trainees the difference between lesson objectives, activities, and topics. This is an important</p>

¹⁵ Comparative percentages data was taken from the combined reliability scores from the Punjab, DC, and UVA trainings. It is fully recognized that data may be biased as trainees may change their scores to help them pass the certification exam (ie. coding a 2 when they think should score a 1 to give themselves a “buffer” as reliable is defined as scoring within 1 value of the master code). Note that the manual has changed for 3.4 since the trainings.

distinction for this behavior. For example, if a teacher says, “Now we will read Uncle Tom’s Cabin together,” this is an activity not an objective. If a teacher says, “Today our topic is nouns,” this is a topic rather than a specific learning goal. Topics are often considered broad lesson objectives.

Switching topics

Teachers may switch topics during a lesson and not state lesson objectives or learning goals. If trainees are able to follow along and the routines seem established (e.g. the students don’t seem confused), then this behavior may be scored a Medium, provided the same conditions are met.

3.2 — Trainees generally do well with this behavior

Both clear and unclear

If the teacher provides a mix of clear and unclear answers and explanations, this behavior is scored Medium. As long as the teacher provides some explanations, even if they are confusing/unclear, this will not be a Low and will be scored Medium.

Accuracy vs. clarity

This behavior is assessing clarity of the teacher’s instructions and not the accuracy of content; therefore, this behavior could be scored a High even if a teacher’s explanation is inaccurate, provided the students seem to understand and the explanation is clear.

Tip: Don’t worry about the accuracy of the teacher’s statements, just think about how clear they are. Look at the students to see if they seem confused or if they are following along.

3.3 — Trainees generally do well with this behavior

This behavior is scored Low if the teacher does not make a connection to other content or students’ daily lives. If there is any connection made, even if it is superficial, it is scored Medium.

Remember — any superficial connection to prior content knowledge also makes it a Medium

This behavior is scored Medium if the teacher attempts to connect the lesson to other content knowledge or students’ lives, but this is ineffective.

Note — Ineffective connections are confusing, unclear, or superficial. For example, if a teacher says, “Your family includes your father and your mother, what is it?” while teaching a lesson about collective nouns, this is scored a Medium. The example is relatable to students but largely brief and superficial.

The behavior is a High only if the teacher intentionally and meaningfully links the lesson to other content knowledge or the students’ daily lives.

Note — The teacher does not need to both connect the lesson to content knowledge and students’ daily lives. A meaningful connection to at least one of these is scored High.

3.4 — Trainees are more likely to correctly score this behavior as a Low, but when the score is a Medium only 40% score correctly; 16% incorrectly score it Low and 44% incorrectly score it High. Also, when the score is a High only 34% score correctly; 36% incorrectly score it Low and 30% incorrectly score it Medium

	<p>An action is considered modeling so long as the teacher demonstrates/enacts procedures and/or thinking processes related to the learning activity. If the teacher does this partially, it's a Medium, if the teacher does this fully, it is a High.</p> <p><i>Tip — on how to notice modeling — Is there a procedure or thinking process being taught? If so, is the teacher showing/explaining it to the students?</i></p> <p><i>For example — displaying an answer on the board without an explanation of the process of thinking behind it does not “count” toward modeling a final product. This is not considered modeling procedures nor thinking aloud.</i></p> <p>To be scored a High, the teacher must completely model the learning activity by enacting all parts of the procedure or by enacting the procedure AND thinking aloud. If the teacher enacts the procedure (e.g. giving a model sentence) but does not think aloud (or vice versa) this is a Medium. If the teacher does neither of these, it is a Low.</p> <p><i>Tip — Remind trainees that this behavioral marker refers to the teacher modeling the learning activity, or the teacher working with the students to co-construct a model.</i></p>
Guiding Questions	
3.1	<p>What constitutes a lesson objective or learning goal?</p> <p>Can an objective be inferred from the classroom activities?</p> <p>If the teacher states an objective, is it a broad topic or a specific learning objective?</p> <p>Does the stated objective answer the question of why the students are learning a specific topic?</p>
3.2	<p>Is there any explanation of content? If so, is it clear? Are there mixed clear and unclear explanations?</p>
3.3	<p>Does the teacher make explicit connections between the lesson and students' daily lives or other content knowledge?</p> <p>If the teacher does make an explicit connection, is it explicitly connected to the lesson objective?</p>
3.4	<p>Is there a learning activity? Did the teacher show the students what this process or skill looks like?</p> <p>Are the students given the opportunity to practice their new skill during the segment or in the near future?</p> <p>Is there any part of the process that the students need to know how to do that the teacher did not show or explain?</p>

Lesson Facilitation: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	LOW	MEDIUM	HIGH
3.1 Mozambique	The teacher does not state a lesson objective, nor can one be inferred from the lesson activities. Although the students are clearly drawing something, the goal of the learning activity cannot be inferred. The teacher states objectives for the homework, but it is not about the current lesson.	The teacher does not explicitly state the lesson objective, but one can be inferred from the activities. The teacher reviews the alphabet before teaching the students about syllables and word formation. Once they complete the alphabet activity, the teacher asks the students to come up with syllables and then words on their own. All of the activities align with the inferred lesson objective.	The teacher explicitly states the lesson objective towards the end of the segment: "Today we are going to learn syllable formation." Additionally, the activity about reading the alphabet is related to the lesson objective since they need to know the alphabet to form syllables.
Punjab	The teacher does not state the lesson objectives. The teacher begins the class by reading from a book and continues without making any connection of the objectives of the lesson and the activities.	The teacher states, "Today our topic is nouns," which is a broad topic rather than a specific learning goal. However, the learning activities are related to nouns, so this is scored Medium.	The teacher clearly states the lesson objective by saying "Our topic today is to compare the numbers and write the correct signs," and "We are going to learn how to compare numbers when you have more than two numbers." Moreover, the different activities are related to this objective.
3.2 Philippines	There is not a lot of explanation of content, and the explanations of content the teacher do give are unclear. The activity begins with subtraction and then transitions to division without any explanation. After going through the answers twice, she summarizes, "To achieve, we repeatedly reverse it to get to the division statement," which further confuses the students. She also writes "6/2" on the board but then demonstrates 9/3 in groups.	The teacher's explanations of the content are somewhat clear but some explanations are confusing. For example, when introducing the categorizing activity, the teacher says, "I have three groups here" and has the students read, "Person, Place, Thing" but does not provide further explanation. The teacher does, however, clearly help the students understand why people's names should be categorized as "person" by saying, "If I were Mrs. Maria, am I a thing?"	The teacher's explanation of the content is clear and easy to understand. The teacher explains the meaning of every new word by using multiple and varied examples. The teacher also provides pictures that accompany each word as a visual representation to help them understand.

		which seems to help the students understand.	
	Mozambique	There is no explanation of content. The students continuously read letters and syllables out loud, and the teacher does not explain any content to the students.	<p>The teacher does provide some explanations of content and gives different examples to illustrate what a proper noun is. For example, the teacher says: "When you write a proper noun, you should write it with capital letter," "Herd is a group of animals," and "A group of bees is called a swarm." However, the teacher also provides some a superficial and unclear explanation of proper nouns.</p> <p>The teacher's explanation of content is clear. For example, the teacher says, "Proper nouns are an element that's written with an uppercase letter first." The teacher also gives many different examples to illustrate the content. For example, using a student's name, showing it with a capital letter and a lowercase, to demonstrate the difference. The teacher also does this using the name of the place where a student was born. The teacher helps students better understand by saying that countries, capitols, and names are proper nouns. She then proceeds to use different activities to help students understand.</p>
3.3	Mozambique	The teacher does not explicitly connect what is being taught to other content knowledge or the students' daily lives. The teacher shows students how to arrive at a total number of fruit using addition or multiplication but does not refer to addition as something they learned previously, nor does the teacher connect to how students might use the processes in their daily lives. Similarly, the teacher uses fruit in some examples and asks students if they like bananas and apples but does not make an explicit connection between the students liking a specific fruit and multiplication.	<p>The teacher attempts to connect the idea of drawing for communication to how, "our school is by a road," and draws two students in the class on the board next to the school. However, the teacher continues talking about the school as "A school" instead of "Our school," which is not an explicit connection to the students' daily lives.</p> <p>The teacher meaningfully connects the lesson with students' experiences by explicitly asking them about their own families. Specifically, the teacher says, "Are you friends with your family?", "Who else likes their family?", "What does your family tell you?", and the students share their own experiences and daily life to talk about the reading.</p>

	<p>Philippines</p> <p>The teacher does not connect the content to the students' daily lives or other content knowledge. The teacher uses shapes to show fractions, which is not a connection as it does not specifically connect to the daily lives of students. Additionally, the teacher does not draw the connection for the students between the prior content knowledge and what they are doing now.</p>	<p>The teacher attempts to connect the lesson to students' daily lives. For example, when the student selects the picture of Coco Martin, the teacher asks, "Do you know who this is?" The student replies, "Yes, Coco Martin!" The teacher then says, "So there are a few adjectives we can give Cardo" (referring to the role he plays in a television program). While this does connect the lesson content to students' daily lives, the instance is isolated and brief.</p>	<p>The teacher makes many connections between the lesson and the students' daily lives. While explaining the word "church," the teacher says, "Have you been to a church? What do you do in the church? Who do you go to church with?" Another example includes explaining the word "door." The teacher says, "Your houses have doors, why? What do we do with a door? Is there a door in this classroom? How many doors are in your classroom? We pass through door. During the night we close the house door." For the word "rain" she says, "Is there rain today? When it rains, do we get wet? When it rains what do we use? Raincoat or umbrella?"</p>
<p>3.4</p>	<p>Mozambique</p> <p>There is no evidence of teacher modeling, thinking aloud or enacting any learning activity. Although the teacher asks them to write ordinal numbers on the board, she does not show the students how to do so.</p>	<p>There is partial modeling in this segment when the teacher demonstrates on the board the difference in proper nouns when she writes down Flavio's name with a capital "F" and with a lowercase "f" to show that proper nouns start with capital letters. As this is not the only thing that makes a noun a proper noun (for example, the first letter of a sentence starts with a capital but is not necessarily a proper noun) this is considered a partial model.</p>	<p>The teacher completely models the learning activity by enacting all parts of the procedure and thinking aloud. In one occasion, the teacher explains to a student what to do, "One syllable, two syllables, three syllables, four syllables, the fifth syllable is missing." With the letter "C" the teacher says, "We said we form syllables from these letters here, the vowels. We use the consonant first. The result is ba, be, bi, bo, bu, right? Now we're on letter C. This one gave us, ca, ce, ci, co. So, which one is missing?" The other instance of modeling happens when the students are doing individual work and the teacher realizes that one student did not understand: "We first formed syllables with letter B. Over here. With letter B. We used B with A, B with E, B with I, B with O, B with U! We</p>

			did the same with letter C and with letter D. Now it's letter F."
Punjab	The teacher does not model by enacting or thinking aloud during the course of the lesson.	The teacher partially models the learning activity by taking the students through the part of the process of looking at a photo and identifying a good verb to choose to describe the picture. The teacher only provides one verb as an example, but the learning activity requires the students to identify three verbs for each image. Therefore, the teacher does not completely model the process.	The teacher fully models the learning activity through a process of co-construction with the students. Particularly, she shows the different steps of the procedure and asks students different questions to help them better understand the process. For example, the teacher says, "Now what will be the next step?", "Have we reached our answer?", and "What will we do with this one?" In addition, the teacher shows more than one way of doing the procedure and says, "Is this process easier or the one that we did before this?"

Lesson Facilitation: FAQs

(3.1) The students are just reading and discussing a story for class, the teacher says, "Today we're going to talk about [title of story]." Would this count as stating the lesson objective?	A lesson objective should directly align with what the class is learning about and doing in their activities. For example, if the teacher says, "Today our topic is multiplication" and the class undertakes an activity specifically focused upon double digit multiplication, this would be scored as medium as the topic is not fully representative of the lesson objective. However, if students are simply learning the basic process of multiplication and undertaking an activity where they solve equations such as $2 \times 2 = 4$, then this would be scored as high as it fully reflects the stated objective. In this case, although the teacher clearly defines the activity for the class, there should be a lesson objective from reading the story (to learn new vocabulary, different parts of speech, etc.). Thus, this statement alone does not count as an explicit definition of the lesson objective.
(3.2a) What do we mean by a 'form of representation'?	Forms of representation refer to the way that teachers represent and explain lesson content. Examples of the six forms of representation commonly used by teachers in the secondary classroom include the use of: <ul style="list-style-type: none"> Spoken language - e.g., The teacher verbally explains content to students. This includes when students listen to the teacher read a text, or when the teacher plays spoken language heard via radio, video or other technologies for the students.

	<ul style="list-style-type: none"> • Music - e.g., The teacher uses singing, chanting, and/or other musical forms when explaining content to students. Students may or may not sing/chant along. This includes when the students listen to music and/or sounds heard via radio, video or other technologies. • Text - e.g., The teacher uses letters, words, numbers and/or symbols on the board when explaining content to students. This includes when the teacher has students look at printed text on the board, posters, worksheets, textbooks and/or on a projected screen. • Visual Aides - e.g., The teacher uses pictures, posters, images within books and/or other graphics when explaining content. This includes other visual forms such as drawing on the board, sign language, and images found in video (or other technologies). • Concrete Objects - e.g., The teacher directly refers to and/or manipulates physical items such as objects and/or other materials when explaining content to students. This may include the use of Braille or other tactile based languages. • Movement - e.g., The teacher uses dance, exercise and/or other bodily movements when explaining content to students. <p>Remember that each of the above categories can only be counted once. For example, if a teacher uses visual aides twice within the lesson, for example, by showing students an image of a fish on a card and then later showing students pictures of sea creatures from a storybook, this would still only count as one form of representation.</p>
<p>(3.2b) Can one example count as more than one form of representation?</p>	<p>Yes. A teacher can use one object to explain and represent lesson content in multiple different forms.</p> <p>For example, a teacher may read out loud from a textbook (spoken language) while students read along in their own textbook (text). A teacher may also hold the textbook up at the front of the classroom and point to a diagram (visual aide) when explaining lesson content (spoken language). If a teacher asks students to read or complete an activity from a textbook without using the textbook to explain lesson content, this is not considered a form of representation. Textbooks count as a form of representation only when teachers use textbook content to explain lesson content.</p>
<p>(3.2c) Do all forms of representation need to be displayed or initiated by the teacher?</p>	<p>No. A teacher may ask a student to come to the board to do an activity (e.g., draw a triangle with a right angle) and refer to this example in their teaching. In these cases, the example being referred to would also count as a form of representation.</p>
<p>(3.2d) Do all forms of representation need to be seen by the whole class?</p>	<p>If a teacher explains content to a student during an independent activity or group work- and this can be seen/heard by the observer-then forms of representation used in these instances would also count. For example, if a teacher refers to a picture produced by a student while giving feedback to an individual student, then this can be considered as an</p>

	example of a visual aid and can be counted as an additional form of representation, provided no other examples of visual aides have been used within the lesson segment.
(3.3a) What exactly counts as students' daily lives and how is it determined to be "meaningful?"	The teacher needs to explicitly state how the content is related to the students' lives, rather than the observers inferring what they think is related to the students' lives. If the teacher only mentions objects students may encounter in their daily lives, such as "lets count the flowers," this is not considered a meaningful connection. However, if the teacher makes an explicit statement that connects to student's lives, such as, "here is a flower like the one that we have in the garden," that would be an attempt to make a connection. In the above example, barring other evidence the behavior would be scored as a medium because it is not explicitly connected to the lesson objective. However, if after making the explicit connection to their own garden s/he connects the example to the lesson objective by saying "so if we have two gardens with six flowers each, how many flowers are there total?" This would constitute a High score because the teacher explicitly related the example to both students' daily lives and the lesson objective.
(3.3b) What counts as making connections to other content knowledge? Does recalling what was learned in a previous lesson count as a connection?	It may — particularly if the teacher attempts to explicitly connect the lesson to the past content knowledge. For example, if the teacher says, "Remember when we learned the alphabet? Today we will use the alphabet to form syllables." This would be scored medium because although the teacher explicitly connects new content to past content, s/he only does so superficially. However, if the teacher further explained how to use the alphabet to form syllables, this would be scored High because the teacher is not only recalling what was learned in a past lesson and referencing how it connects to new content but builds upon past content to contextualize new material. If the teacher simply recalled what was learned in a previous lesson, without making an explicit connection to the current lesson, this would be scored a low — for example, the teacher may say, "Remember how we learned about fractions yesterday? Today we're going to learn about decimal places."
(3.4a) I'm having trouble with modeling; how do I know when I see it? What should we specifically look for in modeling?	Modeling a procedure or skill will mirror an activity that students are asked to do in that lesson or in the near future. Teachers can model by enacting the procedure (showing how to perform a task) or thinking aloud. Cognitive modeling, or a "think aloud," refers to when a teacher explicitly discusses a thought process or strategy to students by thinking through the challenge aloud (e.g., how to extract important information from a word problem, how to determine theme in a text). When the teacher enacts a procedure, s/he shows all, or some, of the steps in a process for a complete or partial model. Showing the end product could look different across disciplines; however, it essentially gives the students an example for which to strive.
(3.4b) Does the modeling always have to happen before the activity?	Although the traditional idea of modeling is when the teacher enacts or thinks aloud a task, and then the students complete the same activity, modeling doesn't always have to take place before the activity. Modeling can occur whenever the teacher enacts a procedure or thinks aloud regardless of whether it is at the beginning or end of the activity. For this to occur, it's important that the enacted task or presented think aloud is the

	<p>same as the task the students are expected to perform or have performed. Modeling can occur at the end of class if the teacher walks students through the thinking process as s/he solves a problem. However, simply revealing the answer to a learning activity or a math problem is not considered modeling.</p>
<p>(3.4c) What is the difference between an instructional explanation and modeling?</p>	<p>To model for students, the teacher needs to perform the task or parts of the task s/he is asking the students to do. This is different than giving them directions or explaining an activity as it involves the teacher demonstrating it. The teacher may also demonstrate her/his thinking process as part of the modeling. If the task is to learn the meaning of new words in a text and the teacher simply provides students with a definition of a word, while this may contribute to a clear explanation (3.2) it does not necessarily constitute modeling. An example of modeling is if the teacher were to demonstrate how she uses context clues to find the meaning of a word. For example, the teacher may say, “when I don’t know the meaning of a word (in this case abrupt), I reread the sentence, and think about the context, here I read....., therefore I know this means something like sudden or unexpected.” In a math classroom, the teacher may be working with students to estimate lengths in standard units. S/he may explain the length of a centimeter and provide examples of common objects that are a centimeter long—this is part of her instructional explanation (3.2). To model, the teacher may show students how to estimate. For example, s/he may show the width of his/her finger is approximately 1 cm and that s/he can use this knowledge to try to estimate the length of a pencil by thinking about (or measuring) how many of her finger widths fit along the length of the pencil.</p>
<p>(3.4d) I’m still having troubling identifying modeling, any other tips?</p>	<p>To determine whether the teacher has modeled:</p> <ol style="list-style-type: none"> 1) Ask yourself: What is the learning activity? What are students being asked to do or learn? Did the teacher show the students what this process or skill looks like? <ol style="list-style-type: none"> a) Is the thing students are being asked to do a process or a thinking skill? b) If students are asked to do a thinking skill, the teacher has to do a think aloud to be scored a high. If the task is procedural, the teacher should show students all steps in the process. 2) Students then complete a similar activity in that lesson or in the near future.
<p>(3.4e) If the teacher models a procedure — for division, for example — but then the students are requested to do a different division activity, is it considered modeling?</p>	<p>If the students did some of the procedure, it could be partial modeling. But if what the students are doing is unrelated with the procedure shown by the teacher, it would not count as modeling. So, while the activity does not need to be identical, some or all of the procedures that were modeled would need to be included in the activity to be counted as evidence towards modeling.</p>
<p>(3.4f) Can students and teachers co-construct a model or should it be entirely teacher-led?</p>	<p>Yes. Although we often think of teachers presenting a model for the benefit of the student, there are some cases where modeling is not completely led by the teacher and the</p>

students may be a part of the process. For example, the students and the teacher co-construct knowledge by enacting a procedure together.

Checks for Understanding

<p>Terms</p>	<p>While many of the terms used in the <i>Teach Primary</i> Observer Manual might be clear to some trainees, others may need additional explanation to clarify uncertainty:</p> <p>“Systematically Monitors” — This refers to the teacher’s behavior during student group/independent work. When a teacher “systematically monitors” a classroom, s/he walks around the classroom observing most or all student work, clarifying concepts, and asking questions. If the teacher observes only some students work or none at all, this is not systematically monitoring.</p>									
<p>Explanation</p>	<p>Based on evidence from prior trainings, trainees reliably scored Checks for Understanding 82% of the time. Coders were less reliable on the following behaviors: 4.1 (Medium), 4.2 (Low) and 4.3 (Medium). The behaviors trainees found most difficult are outlined below.¹⁶</p>									
<p>Troublesome Points</p>	<p>4.1 — Trainees are more likely to correctly score this behavior when it is a Low or a High, but when the score is a Medium only 26% score correctly; 42% incorrectly score it Low and 32% incorrectly score it High</p>									
	<p>Remind trainees that the teacher needs to ask questions to check for understanding. However, these questions can be verbal or written (i.e. a small quiz).</p> <p>See table below to help with scoring:</p> <table border="1" data-bbox="451 1056 1409 1362"> <thead> <tr> <th></th> <th><i>Ineffective</i></th> <th><i>Effective</i></th> </tr> </thead> <tbody> <tr> <td>Few Students (less than 50%)</td> <td><i>Medium</i></td> <td><i>Low</i></td> </tr> <tr> <td>Most Students (50% or more)</td> <td><i>High</i></td> <td><i>Low</i></td> </tr> </tbody> </table> <p>This behavior is scored Medium when the teacher asks questions or prompts fewer than 50% of students effectively throughout the lesson, which can occur when fewer than 50% of students raise their hands to respond to a question or the teacher only calls on some students (i.e. students at the front of the classroom or those willing to volunteer).</p> <p>The teacher is ineffective at determining the students’ level of understanding as a result of the quality of question. For example, if the teacher says, “Do you understand?” and students respond, “Yes” in synchrony, this is ineffective. This question does not provide the teacher with information about the students’ level of understanding. It could also be the case that the teacher asks a question but it is not checking understanding. For example, “what do you have to eat yesterday?”</p>		<i>Ineffective</i>	<i>Effective</i>	Few Students (less than 50%)	<i>Medium</i>	<i>Low</i>	Most Students (50% or more)	<i>High</i>	<i>Low</i>
	<i>Ineffective</i>	<i>Effective</i>								
Few Students (less than 50%)	<i>Medium</i>	<i>Low</i>								
Most Students (50% or more)	<i>High</i>	<i>Low</i>								

¹⁶ Comparative percentages data was taken from the combined reliability scores from the Punjab, DC, and UVA trainings. It is fully recognized that data may be biased as trainees may change their scores to help them pass the certification exam (i.e. coding a 2 when they think should score a 1 to give themselves a “buffer” as reliable is defined as scoring within 1 value of the master code). Note that the manual has changed for 4.3 since the trainings.

Tip — Have trainees count how many students go up to the board and the number of hands that respond to the teacher's questions that check for understanding. If the majority of students go up to the board and/or respond individually to questions, this teacher is effective at determining the level of student understanding.

4.2 — Trainees are more likely to correctly score this behavior when it is a Medium or a High, but when the score is a Low only 34% score correctly; 38% incorrectly score it N/A, 16% incorrectly score Medium, and 12% incorrectly score it High

Distinguish between a Low and N/A

Remind trainees to distinguish between a Low and N/A; if there is no observable group or independent work, this behavior is scored as non-applicable (N/A). If there is observable group or independent work and the teacher does not monitor students, then this behavior is scored Low. For example, if the teacher has her back to the class while they copy equations from the board, or sits at her desk grading homework, or leaves the classroom, etc. while the students are working this behavior is scored Low.

Medium score

To be scored a Medium, the teacher must see some students' work during independent/group work. For example, if the teacher walks around 1/3 of the classroom glancing at students' notebooks as they are working, this behavior is scored Medium.

High score

To be scored High, the teacher must circulate most of the classroom and approach students to observe their work, clarify concepts, and ask questions.

Note — if the teacher circulates most of the students but there aren't any signs of checking/interaction then this would be scored a Medium.

Tip — Watch the teacher for visual cues that they are looking at student work and clarifying concepts, etc.

4.3 — Trainees are more likely to correctly score this behavior when it is a Low or a Medium, but when the score is a High only 36% score correctly; 52% incorrectly score it Medium and 12% incorrectly score it Low

If the teacher substantially adjusts teaching for students, this behavior is scored High. The teacher may adjust teaching through back and forth exchanges with students to help them understand or by providing more challenging tasks, for this to be scored High.

Remember — If the teacher does not adjust, even if the teacher is checking for student understanding and/or the students seem to be following along, this behavior is scored Low.

Remind trainees that adjusting does not have to be an explicit statement such as, "Let's review this again." Furthermore, adjusting teaching means giving students more opportunities to learn, so the teacher may also do this in many ways. For example, the teacher may give more time to finish a task, take time to review concepts, or provide feedback (see Note below). These are all examples of adjusting, which differentiates a Low from a Medium and High.

Note — There can be overlap between feedback and adjusting teaching since the teacher can comment on the students' work and adjust the lesson; however, not all feedback is considered adjusting. For example, if

	<i>the teacher tells a student, "You should reword that sentence," this is considered feedback but not adjusting as it does not reiterate concepts for students who are struggling or provide more challenging tasks for those who are ahead.</i>
Guiding Questions	
4.1	<p>Does the teacher gain information on most students' level of understanding?</p> <p>Do most students raise their hands or volunteer information in response to the teacher's questions?</p> <p>How effective are the teacher's checks for understanding?</p>
4.2	<p>Is there any observable group or independent work?</p> <p>Does the teacher circulate the classroom and observe most student work?</p> <p>Does the teacher clarify concepts, ask questions, or give any visual indication of such?</p>
4.3	<p>Does the teacher provide additional or more challenging tasks for students that have finished their work?</p> <p>Does the teacher provide further explanation or clarify concepts for those who are struggling?</p> <p>Does the teacher provide additional time to complete a task?</p>

Checks for Understanding: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	LOW	MEDIUM	HIGH
4.1 Punjab	<p>The teacher asks the students some questions but is ineffective at determining their level of understanding. Particularly, the teacher keeps asking them the definition of certain words by saying "What does that mean?" but provides an answer almost immediately. Because the teacher does not listen for students' answers, this is not considered a question to determine the students' level of understanding.</p>	<p>The teacher asks several questions to determine students' level of understanding but is only somewhat effective meeting that goal. For example, the teacher calls on a student to explain what a noun is and to give examples by saying, "Stand up and tell me what is noun," "Name any five things," and "Tell me the name of any city." However, the teacher only calls on a few students.</p>	<p>In addition to asking individual students questions and asking questions to which each student gives a response, the teacher also checks all of the students' work individually. For example, the teacher asks, "Have you understood what is a noun?" and gives the students an activity where each student has to name three nouns. This helps the teacher determine each student's level of understanding.</p>
Mozambique	<p>The teacher does not ask students questions or provide any checks to identify their level of understanding, the teacher looks at the students' homework from the previous lesson.</p>	<p>The teacher does ask some questions that are somewhat effective at determining student understanding but does not do so for the majority of students. For example, the teacher asks, "What do we mean with that?" and "Are you following?", but the students answer in synchrony. However, the teacher effectively questions a few students who are asked to go to the board, for example, by saying, "Now, we have a proper noun in this sentence...So you come and draw a circle around the proper noun." Although this is a good check for understanding, the teacher only was able to obtain information on the level of understanding of a few students.</p>	<p>The teacher uses a mixture of methods to check for student's understanding. However, the teacher also asks questions of individual students. For example, the teacher says, "I want to make a question to this boy that is very distracted," and asks the student a specific question to determine his understanding. In addition, the teacher asks all the students to put numbers in ascending and descending order at their seats and then checks their work as they finish.</p>

<p>4.2 Philippines</p>	<p>The teacher does not monitor students when they are working independently with their whiteboards. During the activity, the teacher did briefly walk around and look at students to see if they had completed the problem; however, the students had already finished, so this does not count toward monitoring during group work.</p>	<p>The teacher monitors some students when they are working to verify their understanding. The teacher does not systematically circulate the entire classroom but does look at student work, particularly the two students' work on the left side of the class.</p>	<p>The teacher systematically monitors most students while they are working in three groups. The teacher visits each group and appears to be observing most students' work, making comments, and asking questions. For example, the teacher tells group three to count the fish and asks group one, "What is a box?" The teacher was not monitoring the students who had completed their task at the end of the segment but was still monitoring the students who were working. The teacher is not penalized for failing to monitor the remainder of the students for that portion of the segment because they are not engaged in an activity and are simply waiting for their classmates.</p>
<p>Mozambique</p>	<p>The teacher does not monitor the students when they are working independently, copying what's on the board. The teacher sits at the desk in the front of the classroom and waits for them to finish. At the beginning of the segment the teacher checks a few students' homework, but this does not count as monitoring during independent work as this is work the students had previously completed.</p>	<p>The teacher monitors some students during independent work by going to students' seat and making sure that they are working. For example, the teacher asks two students what they are talking about when they are distracted, asks another student if they have finished their work and says to another student: "I asked you not to leave blank pages. If you do it, you ruin it." However, the teacher does not walk around the entire classroom to check on the rest of the students in this segment.</p>	<p>The teacher systematically monitors most students by circulating the classroom and approaching individual students while they are doing the individual work. Particularly, the teacher gives comments about their work and repeats instructions. For example, the teacher says, "Are you done?", "I said it was only 3 syllables." "The other ones are done differently," "Write it down so I can see," "Is this done?", and "You are behind. We're not using these letters."</p>

<p>4.3 Punjab</p>	<p>The teacher asks, "Are you all done?" but this statement is just to check whether the students are writing the answers instead of to check for student understanding for adjustment purposes. Apart from that we don't see any adjustment in teaching by the teacher.</p>	<p>The teacher kneels down with a student and provides additional instruction: "You have to solve these questions here. OK. tell me how we will solve this. Do this step here." However, this adjustment is brief and superficial.</p>	<p>The teacher does provide additional learning opportunities to students when they finish their group work before the other groups. The additional learning opportunity is a more challenging version of the group work sheet, which will help students further advance their understanding of the lesson.</p>
<p>Philippines</p>	<p>The teacher does not adjust teaching for students who didn't understand. During the whiteboard activity, the teacher mostly ignores the students who have the incorrect answer. The teacher briefly reviews of the answers with the students: "4 minus 2 is 2," but this does not provide additional learning opportunities or clarify misconceptions. Additionally, students who already have a more advanced understanding and finish their work quickly are not provided with any additional learning opportunities.</p>	<p>When the teacher is talking with the rectangle group, which incorrectly folds the paper twice (into fourths) instead of into halves, she asks, "Look, is this half?" and "How many times was it divided?" The teacher briefly spent time to further explain the concept of dividing in half but did not substantially adjust teaching.</p>	<p>There are at least two instances where the teacher adjusts teaching for students to provide more opportunities to learn. When one student is called upon to read a word, she struggles with the pronunciation. The teacher works with the student and helps her until she correctly pronounces the word. Again, when another student incorrectly categorizes a name as a thing (in the lesson about nouns), the teacher takes time to address the issue, and makes sure the students understand. This is made apparent when the teacher says, "If I were Mrs. Maria am I a thing?"</p>

Checks for Understanding: FAQs

<p>(4.1a) Can an activity be a way to check for understanding?</p>	<p>It is important to stick to the manual by remembering that the teacher needs to ask questions to check for understanding. However, the questions asked by the teacher can be written or verbal, which would be inclusive of an activity. For instance, the teacher may pass out a written quiz to students and check their answers to determine their level of understanding. It is important to note that just giving a quiz is not a check for understanding; the teacher must check the students' answers during the segment for it to count as a check for understanding. Additionally, checking homework (or work that was assigned prior to the observed segment) is not counted towards checking for understanding, unless it is clear that the content of the work is related to the current lesson.</p>
<p>(4.1b) How do I know what constitutes an "effective" check for understanding? Specifically, what is the difference between a medium and a high?</p>	<p>This behavior is designed to capture the extent to which the teacher makes an effort to check if students understand the content. In an effective check for understanding, the teacher gives individual students the opportunity to show what they know. For example, a highly-effective check way to check for understanding, is by having students come to the board to complete a math problem. This is classified as such because the teacher is able to see the extent to which each individual student understands and is able to complete the task; however, this system does not allow for the teacher to gain information about MOST students' understanding. What differentiates between a medium and a high score is whether the teacher gains information on MOST students' understanding over the course of the lesson. For example, a highly effective way a teacher could determine most students' understanding is by asking them to agree or disagree with statements by showing a thumbs up or down. This behavior does not capture if the teacher does something with that information (this is captured in behavior 5.3)</p>
<p>(4.2a) During independent/group work the teacher walks around but does not approach or talk to students at all. Does this count as monitoring?</p>	<p>Yes. The teacher can verify students' understanding without providing comments; at times it is difficult to tell whether the teacher is looking at student work as s/he walks around the classroom. Thus, if the teacher simply walks around the classroom during independent or group work, this would be scored a medium. Visual cues should also be considered: e.g., the teacher pointing to the students' work, leaning in, saying something the observer may not be able to hear. If the teacher is observed monitoring most students in this way, it may be scored a high.</p>
<p>(4.2b) The teacher asks students to write the school name and date in their notebooks. They spend a significant amount of time doing this. Does this count as independent work?</p>	<p>Yes, writing in their notebooks is a learning task for students who do it independently. Other examples of independent work are: copying down examples from the board when the teacher asks them to and independently completing tasks given by the teacher (e.g., write down a proper noun, draw a picture, complete math equations, etc.).</p>

	<p>If students are reading something in unison (e.g., the alphabet) and the teacher circulates the classroom and approaches individual students and corrects them, this would count as a whole-group activity. Thus, it does not count as independent/group work. The teacher's comments would be captured under feedback (6.1) and/or adjusting (4.3).</p>
<p>(4.3a) Most of the adjustment examples are about explanation of content, are there other ways a teacher could adjust?</p>	<p>Although the teacher may effectively adjust by further explaining content, adjusting teaching means giving more opportunities to learn, so the teacher may also do this in other ways. For example, the teacher may give more time to finish a task or provide students who finish early with additional or more advanced tasks. Sometimes an overlap between feedback and adjusting teaching may occur, since the teacher can comment on students' work and adjust the lesson; however, not all feedback should be counted as adjusting. If a teacher asks a student to present information in a different way to facilitate other students' understanding (e.g., by writing larger text or speaking louder so other students can hear), this would also count as an adjustment to teaching.</p> <p>The teacher may also adjust by making preparations before the activity in order to accommodate the different needs or learning levels of students. This could include initially providing some students with an easier or more complex task based on their level of understanding. A teacher may also provide an adapted activity for a student who has a particular learning need, for example, through the use of braille for a student who is vision impaired or sign language for a student who has hearing difficulties.</p>
<p>(4.3b) When can changing the language of instruction be counted as an adjustment to teaching?</p>	<p>Another example of adjusting is changing the language of instruction to facilitate understanding of content. This can occur in response to a student misunderstanding or as part of the teacher's explanation of content when it is evident that students are having difficulty understanding a concept or skill (e.g., a teacher may ask a question and no student answers, prompting them to change the language of instruction to facilitate understanding). In many multilingual contexts, it is not uncommon for teachers to move fluidly between languages and in these settings the observer needs to be aware to only consider instances where the teacher makes a deliberate attempt to adjust their teaching to facilitate understanding of content. Changing language of instruction as an example of adjustment to teaching can also only be scored as medium unless another example of adjustment is observed that is substantial. This is because observers may not understand the language of instruction that teachers change to and therefore cannot make a judgment on whether it is a slight or substantial adjustment to teaching.</p>

Feedback

Terms	<p>While many of the terms used in the <i>Teach Primary</i> Observer Manual might be clear to some trainees, others may need additional explanation to clarify uncertainty:</p> <p>“Prompts” — pieces of information (i.e. guiding hints or questions) given by the teacher that encourage students to think through misunderstandings or identify successes.</p>												
Explanation	<p>Based on evidence from prior trainings, trainees reliably scored Feedback 79% of the time. Coders were less reliable when the master code was 2, 3, or 4. The behaviors trainees found most difficult are outlined below.¹⁷</p>												
Troublesome Points	<p>5.1 — Trainees generally do well on this behavior</p>												
	<p>See table below for clarification of scores:</p> <table border="1" data-bbox="451 867 1446 1591"> <thead> <tr> <th>Score</th> <th>Type of Feedback</th> <th>Definition/Explanation</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>Ineffective</td> <td>The teacher either does not provide feedback about student misunderstandings or this feedback is simple, evaluative (i.e. incorrect statements).</td> </tr> <tr> <td>Medium</td> <td>Somewhat Effective</td> <td>This feedback is general or superficial. For example, the teacher may tell the students that they forgot periods at the end of their sentences. Alternatively, teachers may provide superficial hints or ask questions to guide students to the correct thinking or procedure such as asking students to remember what they need in order to write a sentence. These comments do not explain why a period is important or provide specific information to help the students understand where they went wrong in writing sentences.</td> </tr> <tr> <td>High</td> <td>Highly Effective</td> <td>The teacher provides specific feedback with regard to student misunderstandings. The teacher should clarify what individual students do not understand.</td> </tr> </tbody> </table>	Score	Type of Feedback	Definition/Explanation	Low	Ineffective	The teacher either does not provide feedback about student misunderstandings or this feedback is simple, evaluative (i.e. incorrect statements).	Medium	Somewhat Effective	This feedback is general or superficial. For example, the teacher may tell the students that they forgot periods at the end of their sentences. Alternatively, teachers may provide superficial hints or ask questions to guide students to the correct thinking or procedure such as asking students to remember what they need in order to write a sentence. These comments do not explain why a period is important or provide specific information to help the students understand where they went wrong in writing sentences.	High	Highly Effective	The teacher provides specific feedback with regard to student misunderstandings. The teacher should clarify what individual students do not understand.
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¹⁷ Comparative percentages data was taken from the combined reliability scores from the Punjab, DC, and UVA trainings. It is fully recognized that data may be biased as trainees may change their scores to help them pass the certification exam (ie. coding a 2 when they think should score a 1 to give themselves a “buffer” as reliable is defined as scoring within 1 value of the master code). Note that the manual has changed for this element since the trainings. Behavior 5.2 was added after the trainings.

	<p>5.2 — There is no data for this behavior</p>
	<p>This behavior follows similar guidelines to the behavior above. However, this behavior focuses on identifying student successes, not clarifying misunderstandings. For example, a Low score for this behavior would be, “The teacher either does not provide feedback about student successes or this feedback is simple, evaluative (i.e. correct statements).</p> <p><i>Note — Trainees may confuse feedback that identifies successes (Behavior 5.2) with positive language (Behavior 1.2). However, this behavior focuses on comments/prompts with substantive information that helps identify student successes. These comments/prompts should be specific, substantive, and reference students’ work. In addition, this feedback does not necessarily need to include positive language. In contrast, positive language may refer to student behavior, student work, etc.</i></p>
<p>Guiding Questions</p>	
<p>5.1</p>	<p>Does the teacher give the students prompts?</p> <p>Does the teacher give the students comments?</p> <p>Do the teacher’s comments and prompts help students better understand what they did wrong?</p> <p>Does the teacher’s feedback specifically refer to the learning activity?</p> <p>Does the teacher provide students with comments/prompts about their misunderstandings in the learning activity?</p>
<p>5.2</p>	<p>Do the teacher’s comments help students better understand what was good about something they did right?</p> <p>Does the teacher say “Correct” about student work or responses?</p> <p>How specific are the teacher’s comments?</p>

Feedback: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	LOW	MEDIUM	HIGH
5.1 Philippines		When the teacher notices “Mrs. Maria” has been placed in the “things” category she asks, “Mrs. Maria is a thing now. Earlier your answer was correct. If I were Mrs. Maria, am I a thing?” She then calls a student back up to the board and asks, “Where should we put Mrs. Maria?” The teacher does provide general prompts and make comments about students’ misunderstandings but does not do so with specific comments.	
Mozambique	The teacher does not provide students with comments or prompts. When some students answer questions incorrectly, she does not help them understand why they got it wrong. Instead, she asks the same question until most of the students answer correctly.	The teacher provides some comments and prompts to clarify student misunderstanding, but they are superficial. For example, when a student is reading the word “herd” on the board, the teacher asks, “Should it start with a capital letter?” and walks the student through the mistake by saying “No. We don’t have a capital letter at the beginning... So, it can’t be a proper noun.” Additionally, when the teacher walks around the classroom during group work, she repeats, “You should do it with capital letter,” and “Don’t forget to start with the capital letter.”	The teacher provides students with specific comments about their work as they work on arranging numbers. For example, she says, “Let me see. You have to write it. To make sense you have to say, ‘ascending order’ and ‘descending order.’” “With what number should ascending order start? Biggest or smallest? The smallest. But you started with the biggest. Ascending order starts with smallest, so it has to be like this.”

Punjab	The teacher's limited feedback to students in this segment is comprised of simple, evaluative statements such as, "Incorrect."	The teacher prompts students about their work, but these are superficial. For example, the teacher asks: "Is three, six, or twelve?" when a student responds incorrectly. Also, when a student is working on the board, the teacher says, "What sign will come here?" and "What will we do here?"	The teacher does provide students with specific comments to help clarify their misunderstandings. For example, when the students make a mistake the teacher says, "Look at this picture carefully. You said the child is running, but let's think about the difference between running, jumping, and walking. After looking at the definitions on the board, what do you think this child is doing in this picture?" This feedback is specific and helps clarify a student's misunderstanding.
Vietnam		The teacher gives some brief feedback on the students' work. "You have to look at him/her," "Read more slowly please," "Please read again so you can fully memorize it," and "Palm forest, not grass forest." While she provides comments, they are superficial and do not help the students understand how to improve.	
5.2 Philippines	The teacher does not give any specific prompts or comments to help clarify student's misunderstanding.		

Afghanistan		<p>The teacher provides students with some comments about their work but most of them are very general or superficial. For example, she says "Well done", "Good" and "Bravo" without giving more specific feedback. However, there are a few times when the teacher provides more comments, such as "Well done, you have studied both new and last lessons!" and "Did you see how well he told us the concept of the lesson?"</p>
Vietnam		<p>Throughout the video, the teacher provides students with specific comments regarding the students' spelling and grammar. At the end of the video, the teacher provides feedback to the entire class about what they have done well: "So through this activity I can see that you know how to use word and expression to write sentences using personifying images. I can see that you have been doing very well" also, "you have known how to use personifying technique... from animals and things around, you can write sentences." Although her feedback may be relatively brief moments, they are specific and provide substantive information.</p>
Mozambique	<p>The teacher provides simple, evaluative statements as feedback in this segment. The teacher responds, "Yes. Correct," when a group of students display their work.</p>	<p>The teacher provides some comments about students' successes. Specifically, the teacher provides one superficial comment: "He said something very important. Now it sounded great. He is right." This comment does not contain substantive information and does not help identify the students' successes.</p>

Feedback: FAQs

(5.1/5.2) There is only one instance where the teacher provides specific comments. Is this enough for scoring a high?

Yes, but it depends on the quality of the teacher feedback. If the teacher gives one comment and provides substantive information about what a student did well on or helps clarify misunderstandings, this could be scored as a high. For example, while giving feedback to a student, the teacher may say, "With what number should ascending order start? Biggest or smallest? The smallest. But you started with the biggest. Ascending order starts with smallest, so it has to be like this." However, if the comment is somewhat vague or in the form of a hint then this would likely be considered a medium. For example, while students are completing independent work the teacher may circulate and tell a student, "Don't write it there, start writing it from here" or "Leave room for your words to breathe." These comments are not specific.

Critical Thinking

Terms	As trainees completed a worksheet with terms, there no terms that need to be clarified.
Explanation	Based on evidence from prior trainings, trainees reliably scored Critical Thinking 87% of the time. Coders were less reliable on behaviors 6.1 (Medium). The behaviors trainees found most difficult are outlined below. ¹⁸
Troublesome Points	<p>6.1 — Trainees are more likely to correctly score this behavior as a Low or a High, but when the score is a Medium only 39% score correctly; 41% incorrectly score it Low and 19% incorrectly score it High</p> <p>Remind trainees that if the teacher asks two or more open ended questions it is scored at least a Medium. The questions don't have to be of high complexity or quality to be a Medium.</p> <p>To be scored High, the teacher must build upon student responses. The teacher can do this by asking a student to justify their reasoning or further explain and/or clarify their ideas. This is called a follow up question.</p> <p><i>Tip — Tell trainees to count the number of open-ended questions the teacher asks the students and note if any are follow up or not. If the teacher asks:</i></p> <ul style="list-style-type: none"> • <i>open-ended questions, this is scored Low</i> • <i>open-ended questions (1 may be a follow up) or 3+ open-ended questions with no follow up question, this is scored Medium</i> <p>3+ open-ended questions with at least one follow-up question this is scored High</p>
	<p>6.2 — Trainees generally do well with this behavior</p>
	<p>To be scored Medium, the teacher provides superficial thinking tasks, for example matching vocabulary words and their parts of speech into groups, but this task is similar to one the teacher has already demonstrated.</p> <p>Other qualities of a thinking task may include analyzing concepts, discovering meaning, drawing conclusions, interpreting information, generalizing, formulating explanations (or arguments), identifying patterns, considering other perspectives, making connections, and classifying information. See Thinking Task table on the next page for examples.</p> <p><i>Note — this behavior refers only to the teacher providing a thinking task and is not dependent on the students' responses.</i></p>

¹⁸Comparative percentages data was taken from the combined reliability scores from the Punjab, DC, and UVA trainings. It is fully recognized that data may be biased as trainees may change their scores to help them pass the certification exam (i.e., coding a 2 when they think should score a 1 to give themselves a "buffer" as reliable is defined as scoring within 1 value of the master code). Note that the manual has changed for 6.1, 6.2, and 6.3 since the trainings.

	Refer to the thinking task table in the manual for more explanation.
	6.3 — Trainees generally do well with this behavior
	<p>A student may perform a superficial thinking task but not ask an open-ended question. When this is the case, this behavior is scored Medium.</p> <p><i>Note — This behavior refers only to the students asking an open-ended question or performing a thinking task.</i></p> <p>It is possible students may complete a thinking task by answering a thinking question (see FAQ). Refer to the thinking task table in the manual for more explanation.</p>
Guiding Questions	
6.1	<p>Does the teacher ask open-ended questions? How many?</p> <p>Does the teacher build on student responses to open-ended questions?</p>
6.2	<p>Does the teacher provide a thinking task?</p> <p>Does the thinking task require students to make predictions, identify patterns, explain thinking, make connections, or interpret information?</p> <p>Does the thinking task include applying learned information or techniques to new tasks?</p>
6.3	<p>Do the students ask open-ended questions?</p> <p>Do the students complete activities that require comparison, analysis, explanation, or interpretation?</p>

Critical Thinking: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	LOW	MEDIUM	HIGH
6.1 Punjab	The teacher does not ask students open-ended questions. Near the end of the video, the teacher does ask some students questions about their group work, such as, "But this student is putting this thing in his mouth, why is this not eat?" but this is only one question and is still driving at a specific correct answer.	The teacher asks students some open-ended questions but does not build upon their responses. For example, the teacher says, "What might be the next step?", "What do we have to do?", "What will we do here?"	
Mozambique	There is no evidence the teacher asks students open-ended questions. The teacher asks some questions during the segment, such as: "How many numbers do we have left?", "Which is the smallest number?", and "Which is the biggest?" However, these are not considered open-ended questions since they have a predetermined answer.	The teacher asks two open-ended questions: "Why do we have to draw?" and "What is the importance of drawing?" However, the teacher does not build upon student responses, and while the students do attempt to answer the question, the teacher seems to be driving towards the answer of "communication", which is eventually provided. However, as the teacher accepts the answers the students provide, these are still considered open-ended questions as the teacher concedes there is more than one right answer.	The teacher asks several open-ended questions to make students analyze the reading. For example: "Why are you friend with your family?", "Why do you say my family is my world?", "What does it mean the first I've known in depth?", and "What does it mean the family provides you?" The teacher builds upon student responses by asking follow-up questions. For example, the teacher asks, "Do you respect your family?", "Why?", "Because they're old? So that baby in the lobby, you don't respect it because it is young? I asked if you respect your family. Why do you respect your family?" These examples have more than one answer and require student explanations.
China			The teacher asks several open-ended questions that build upon students' responses during this segment. For example, when a student goes to the board and shows all the different choices of clothes, the teacher says,

			"Did you figure it out how he did it?", then "What is the first category?", and "Can we find another way instead of drawing pictures?" The teacher and students co-construct the solution of how to determine the number of categories through dialogue.
6.2	Philippines	In this segment, the students are being asked to name the shapes from a song, to identify shapes from cards, and to shade in fractions. These tasks do not have processes required for a thinking task.	The students have a thinking task to complete when they are asked to apply their knowledge of fractions by folding the shape papers into halves and quarters. The task seems superficial as one student folds the oval into fourths when they are supposed to be creating halves, and the teacher responds to the incorrect folding by saying, "No, I showed you fourths. Fold it in half." The students are clearly doing some work to apply what they know about shapes, division, and fractions. This is still a fairly superficial task however, and thus this behavioral marker is scored Medium.
	Mozambique	There is no evidence the teacher provides a thinking task in this segment. The exercise provided is copying a text from the board and reciting the alphabet, both of which are rote activities that do not qualify as thinking tasks.	The teacher does provide a superficial thinking task when she asks students to think on their own of a proper noun. This requires students to make connections with other information they know. In one other part of a lesson, some students are asked to come up to the board and circle the proper noun in the sentence, which again is a superficial thinking task which only moderately makes students analyze a sentence and identify the correct word.

	China	The teacher does not provide students with any thinking tasks.	Throughout the lesson the teacher consistently provides thinking tasks that required to summarize what they know, compare the different options, and analyze how many times they could match each object.
6.3	Punjab	Students do not ask open-ended questions nor do they perform thinking tasks.	Students do not ask open-ended questions; however, they do perform a thinking task as they work on the sheet that is given to them by the teacher for the group activity. They have to look at different pictures and make superficial connections to write the verbs associated with those pictures.
	China		While the students do not ask open-ended questions during this lesson, they do engage in answering the teachers' open-ended questions in a way that counts as performing a thinking task. Students do not ask questions in this class; however, they do perform the thinking task provided by the teacher. All students actively participate in completing the task on their own in their book, one student comes to the board during the coat and pants example to demonstrate the task, and all students are responding correctly to the teacher's consecutive questions.
	Philippines	Students do not ask open-ended questions. A few do perform the superficial thinking task mentioned in 7.2, but while this activity was intended to be a group activity there is only evidence of a handful of students engaging in this activity. In addition, their responses to the teacher are very brief and do not include questions, evidence of summarizing, or evidence of evaluating information.	The students did not ask open-ended questions but they did perform some thinking tasks such as summarizing. Particularly, one student goes to the board and provides a summary of the previous lesson.

Critical Thinking: FAQs

<p>(6.1) The teacher asks many open-ended questions but does not give the students a chance to respond or answers on behalf of the students. How should I score this?</p>	<p>This is a good example of what may distinguish a high from a medium. If a teacher asks many open-ended questions but does not give students a chance to respond or answers on behalf of the students, then the teacher cannot build upon student responses. Thus, this would be scored a medium. To score a high, the teacher must ask three or more open-ended questions AND at least one of these questions should build upon student responses.</p>
<p>(6.2/6.3) How do I score this behavior if the students are completing a worksheet? How do I know if the worksheet includes a thinking task or not?</p>	<p>If it's impossible to determine what is on the worksheet, this would not count towards a thinking task. Remember, you can only score what you see or hear. If you receive some indication of what is on the worksheet (e.g. through the teacher's instructions, or the students' questions), you would score the task according to the quality ranges outlined in the manual.</p>
<p>(6.3) Does answering thinking questions count as performing a thinking task?</p>	<p>Answering an open-ended question would count as performing a thinking task if the students perform a thinking task with their answer. For example, after reading a story, the teacher could ask: "How do you think the main character felt after losing the competition?" If a student responds, "I think he felt sad because he practiced very hard, and really wanted to win the competition", this would count as performing a substantial thinking task as the student is explaining their thinking. (refer to the Thinking Task Table for more examples of thinking tasks).</p> <p>However, if the teacher asks an open-ended question and the students answer by simply repeating knowledge they've learned it would not be considered a thinking task. For example, the teacher may ask, "What happened after the main character lost the competition?", and a student says, "He cried", this would not count as a thinking task because the student is simply recalling information. Note that even if you score medium or high for 6.3 due to a student's answer to an open-ended question, this should not count as evidence for 6.2, unless the teacher provides an additional thinking task.</p>

Autonomy

<p>Terms</p>	<p>While many of the terms used in the <i>Teach Primary</i> Observer Manual might be clear to some trainees, others may need additional explanation to clarify uncertainty:</p> <p>“Roles in the classroom” — The extent to which students can participate in the lesson in a leadership capacity. This can take the form of doing administrative tasks or those directly related to the lesson.</p> <p>“Volunteering” — To take the initiative to participate in classroom activities. Students who take such initiative, regardless of whether the teacher asked them to participate or not, would be considered as volunteering.</p>
<p>Explanation</p>	<p>Based on evidence from prior trainings, trainees reliably scored Autonomy 88.9% of the time. Coders were less reliable on behavior 7.3 (Medium). The behaviors trainees found most difficult are outlined below.¹⁹</p>
<p>Troublesome Points</p>	<p>7.1 — Trainees generally do well with this behavior</p>
	<p>This behavior is scored Low only if the teacher provides no explicit choices for the students. If the teacher provides choices, but they are superficial and not related to the learning objective, then this is scored Medium. For example, the teacher may provide students with the choice of math or reading to begin a lesson. Although the students are able to choose, this choice is not related to the learning objective.</p> <p>Providing choices for administrative tasks, though not directly related to learning activity, is also scored as a Medium. For instance, the teacher may provide students with choices to work with pencils or pen, to write on notebook or board, to name a few. These are superficial choices and scored a Medium. This can be a sticking point as many trainees think this is still considered a Low score.</p> <p><i>Tip — Listen for explicit language that denotes choice, such as: you choose, you may decide, which one you prefer, etc.</i></p>
	<p>7.2 — Trainees generally do well with this behavior</p>
	<p>The difference between a Medium and High is the quality of the roles the teacher provides. This behavior is scored Medium if the roles provided are superficial; these roles are often administrative (i.e. collecting a learning activity). To be scored High, students need to have a role in which they are responsible for at least part of a learning activity. For example, if a student goes up to the board to complete an equation but simply solves the equation and sit back down, this is a Medium as the student had no opportunity to lead others in learning. If the student stands at the board and explains to the rest of the class how they solved the equation, the behavior is scored a High.</p>

¹⁹ Comparative percentages data was taken from the combined reliability scores from the Punjab, DC, and UVA trainings. It is fully recognized that data may be biased as trainees may change their scores to help them pass the certification exam (i.e., coding a 2 when they think should score a 1 to give themselves a “buffer” as reliable is defined as scoring within 1 value of the master code).

	<p>7.3 — Trainees are more likely to correctly score this behavior when it is a Low or High, but when the score is a Medium only 32% score correctly; 24% incorrectly score it Low and 44% incorrectly score it High</p>
	<p>Trainees may have difficulty identifying students volunteering to participate in the classroom. For example, the teacher may ask a question in class and students put their hands up to share their answers. This is considered students volunteering. Also, when teacher covers a concept and students raise their hands to share their relevant experiences without being prompted, this situation is also considered student volunteering. These examples are considered Medium or High, with the scores shown below:</p> <ul style="list-style-type: none"> • Zero instances of students' volunteering is scored as a Low • Less than 50% of students volunteer to participate is scored as a Medium <p><i>Note — Even if one student volunteers to participate, this behavior is scored Medium</i></p> <ul style="list-style-type: none"> • More than 50% of students to participate is scored as a High. <p><i>Note — All (or almost all) students don't have to volunteer to be considered a High. To discern if most students volunteer, the number of students who volunteer should be averaged across the entire segment. For example, if the teacher asks the first question and all the students raise their hands, and then the second and third question only a couple students (less than ½) raise their hands, the average of the entire class would be less than ½ so it would be a Medium, not a High.</i></p>
<p>Guiding Questions</p>	
<p>7.1</p>	<p>Does the teacher explicitly provide students with choices?</p> <p>Do the choices the teacher provides relate to the learning activity?</p>
<p>7.2</p>	<p>Does the teacher ask students to come to the board?</p> <p>Do the students have opportunities to take on roles?</p> <p>Does the teacher give students responsibility for leading a learning activity?</p>
<p>7.3</p>	<p>Does the majority of the class raise their hands? Or only a few?</p> <p>Do the students volunteer to speak even without being prompted by a question?</p>

Autonomy: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	LOW	MEDIUM	HIGH
7.1 Philippines	<p>The teacher does not provide students in this class with choices. During the activity at the beginning, the teacher attempts to call students to the board to choose the correct phrase that corresponds with the number provided. The students do not clearly understand the directions and choose the phrases in order of which is next and match it to the picture on the board. While the teacher allows them to persist in this "choice," it is given unintentionally, and the students do not understand that they are given a choice as they simply take the phrase that is next in line.</p>	<p>Students are given some choice when the teacher tells them they are allowed to use paper if they don't have a whiteboard or prefer paper. However, this choice is not directly related to the learning activity.</p>	
China	<p>The teacher does not provide students in this class with choices. Although the teacher does ask for input on what shape to use to represent soy milk, this is not a choice but an option to express their opinions. Additionally, the teacher does not ask them to provide input for choice of shape for the regular milk.</p>		<p>The teacher provides choices to students that are embedded in the learning activity. For example, when students are tasked with categorizing clothes, the teacher gives students choices. The teacher says, "You can use many ways." Students then categorize the clothes based on their individual preference.</p>

Mozambique	The teacher does not provide students with choices and decides how learning activities should be completed without providing different options to students.	The teacher provides students with a choice of what writing instrument to use. This choice is superficial and is not embedded in the learning activity.	The teacher provides students with a choice that is embedded in the learning activity. Particularly, the teacher indicates that students can write down any word that is a proper noun, which is directly related with the lesson. This activity also takes up a significant part of the segment and is related to the lesson objective. The teacher says, "Cut a small paper and write down a proper noun. Not from those ones [pointing to the board]. So, let's think about other proper nouns. And let's write in a little piece of paper and then we'll raffle them to see which ones are the most popular proper nouns. The most frequently chosen."
7.2 Philippines	The teacher does not give students opportunities to take on meaningful roles during the lesson. Students are actively answering questions, but they are not engaging in any kinds of tasks beyond that. For example, the teacher puts all of the answers on the board, reads the story, etc. and students are passively receiving message instead of actively participating.	The teacher provides students with some opportunities to take on roles in the classroom. For example, during the game, students participate as "contestants"; however, this role is limited and they are not responsible for any learning activity.	
Vietnam		The teacher gives students some opportunities to take on limited roles during the lesson. Students are actively participating in learning activities; they read the activity/objective from the board, answer questions, make comments, and recite a poem. However, they're not responsible for leading any activity.	The teacher provides students with opportunities to take on meaningful roles in the classroom. A few of these roles are limited, such as the students that help collect, read, and record votes. However, students are also allowed to vote for each other and then students are responsible for leading a learning activity when they provide feedback on the class.

Mozambique	The teacher does not provide students with opportunities to take on roles during the lesson.	Students are provided the opportunity to take on limited roles in this classroom, such as going to the board. While most students actively participate in the group activity, they are not responsible for the learning activity and do not provide any review of their own work to the rest of the class. The teacher asks them to go to the board and circle one word they believe is a proper noun.	The teacher provides students with opportunities to take on meaningful roles during the lesson. Particularly, most students go to the board to present the sentences they created during the first part of the learning activity. Other students ask questions about the sentences to understand why each student wrote their sentence.
7.3 Philippines		Only some students volunteer to participate in this segment. While most of the teacher's questions are answered in synchrony, the teacher does ask for volunteers to come help with a demonstration with popsicle sticks. We only see a few students raise their hands. Additionally, when the teacher asks, "Who will volunteer to divide this to the students?" for the same activity, only one student's hand is raised.	Even though all the students do not have the opportunity to participate, it is clear that most of the students volunteer to participate. Students enthusiastically volunteer both to give verbal answers and to come to the board to work in front of the class as indicated by the waving hands and students calling "teacher" in anticipation of the next students turn.
Mozambique	The teacher asks for volunteers to go to the board when asking questions, but we do not see any students raising their hands. Additionally, the teacher asks for a volunteer and no one raises their hand.	The teacher provides students with opportunities to take on limited roles in the classroom. Students are asked to come to the board and write numbers; however, the students are not given responsibility for a learning activity. Most students raise their hand to volunteer for a few questions, but when the teacher asks those students that are not volunteering to participate, they refuse to do so. For example: "The ones who do not want to come to the board. Those are the ones that I want."	Most students raise their hands to answer questions prompted by the teacher throughout the lesson. The students volunteer to solve problems on the board and present their work.

China

Although most of the questions are answered in unison by the entire class, the teacher does ask for two volunteers at the beginning of class to explain the work they just completed. The teacher asks, "Who's going to show us how you did it?" However, only a few students volunteer.

Most students volunteer to participate during the activities by raising their hands and answering the questions given by the teacher.

Autonomy: FAQs

(7.1a) Can an open-ended question/task count as providing students with choices?

If the teacher asks an open-ended question, this would likely not count as a choice. An open-ended task could be counted towards the teacher providing the students with choices if the teachers' instructions explicitly imply s/he intends for the students to make a choice. For example, the teacher could say, "Select one of these topics for your essay", or "You can decide which method to use to solve the problem."

(7.1b) How do I code this behavior if there is no clear learning objective?

If there is no stated learning objective or if the objective cannot be inferred from the learning activities, this behavior cannot be scored a high. It is scored a medium if a choice is explicitly presented and low if no choice is presented.

(7.3) What contributes as evidence towards volunteering?

What is captured under this behavior is whether students are volunteering information or simply doing as required in a certain situation. Reciting information in call-and-response fashion or responding in unison to the teacher's questions in a rehearsed or expected fashion — e.g., all students answering "Yes" when the teacher asks, "Do you understand?" — does not count as volunteering to participate in the classroom.

Although the example in the manual is "students raise their hand," students are also volunteering information when they answer questions without being called upon. Therefore, even if they do not raise their hand, if most students volunteer answers in response to the teacher's questions, this is still scored a high. For example, the teacher may ask, "Who knows the answer?" If most students call out their responses (with or without raising their hand) (e.g., "Me!", "The answer is 5!", etc.), then this is scored a high; if only a few students answer, then it is scored a medium. Note, most students need to volunteer throughout the class to be scored a high.

Perseverance

Terms	<p>While many of the terms used in the <i>Teach Primary</i> Observer Manual might be clear to some trainees, others may need additional explanation to clarify uncertainty:</p> <p>“Student Efforts” — These efforts refer to students’ efforts in the classroom. For example, the students’ effort on a worksheet, project, presentation, or other learning activities. Student efforts can refer to students’ growth, performance, presentation, mastery, etc.</p>
Explanation	<p>Based on evidence from prior trainings, trainees reliably scored Perseverance 93% of the time. Coders were less reliable on behavior 8.2 (Low). The behaviors trainees found most difficult are outlined below.²⁰</p>
Troublesome Points	<p>8.1 — Trainees generally do well with this behavior</p>
	<p>The key point here is that the teacher should focus on acknowledging students’ efforts (e.g., “I can tell you have worked so hard to solve this problem!”) rather than the results they achieved (e.g., “Nice job! You got all of these correct.”) or personal traits (e.g. “You are so smart”). The teacher’s acknowledgement should be process-oriented (i.e. focused on the students’ mastery or growth), not result-oriented (i.e. focused on students’ results, intelligence or natural abilities).</p> <p>Remind trainees that there is a difference between acknowledging students’ efforts and acknowledging students’ positive behavior. Students’ efforts refer to the work they put in towards mastering new skills or concepts; positive behaviors are behaviors that meets or exceeds the teacher’s behavioral expectations. If a teacher acknowledges students’ positive behavior, this would not count towards 9.1.</p> <p><i>Note — There is also a difference between acknowledging students’ efforts and using positive language. Positive language may refer to students’ behavior, effort, skill, etc. Some positive language may be counted as acknowledging students’ efforts, however, positive language that does not refer to students’ efforts (i.e. “Good job! You are all sitting very quietly”) is not counted towards 8.1.</i></p>
	<p>8.2 — Trainees generally do well with this behavior</p>
	<p>Remember this behavior is scored a Medium when the teacher is neutral toward student challenges. This behavior is scored a Low only if the teacher has a negative attitude toward student challenges.</p>

²⁰ Comparative percentages data was taken from the combined reliability scores from the Punjab, DC, and UVA trainings. It is fully recognized that data may be biased as trainees may change their scores to help them pass the certification exam (i.e., coding a 2 when they think should score a 1 to give themselves a “buffer” as reliable is defined as scoring within 1 value of the master code). Note that the manual has changed for 8.1 since the trainings.

	<p>Negative attitudes toward student challenges may not always be explicit behaviors such as scolding or penalizing. This behavior includes being impatient or annoyed towards students for making mistakes or for asking questions to better understand a concept.</p> <p><i>Tip — engage trainees in discussion on what a negative attitude could look like in the contexts they'll be observing</i></p>
	<p>8.3 — Trainees are more likely to correctly score this behavior when it is a Low, but when the score is a Medium only 39% score correctly; 44% incorrectly score it Low and 18% incorrectly score it High</p>
	<p>As long as the teacher talks about goals or encourages students to set goals (no matter how briefly), this behavior is scored higher than a Low.</p> <p>It is important to remind trainees that they should take note of subtler evidence. For example, teacher may use instructional material to illustrate short-term or long-term goals, or use a story characters' experiences to explain the importance of setting goals. This subtle evidence, that should be scored Medium, is more likely to be ignored by observers.</p> <p>Trainees often miss when the teacher talks about goal setting in a general way, which should be scored Medium.</p> <p><i>Tip — Listen for words and phrases such as, “this week,” “when you grow up,” or “next year” as these may indicate general goal setting.</i></p>
<p>Guiding Questions</p>	
<p>8.1</p>	<p>What does the teacher say when a student successfully produces a good piece of work, (i.e. gets a high score on a test, solves an equation correctly, etc.)? When a student is unsuccessful?</p> <p>Does the teacher explicitly recognize students' efforts?</p> <p>Does the teacher focus on outcomes?</p> <p>Does the teacher focus on student intelligence?</p>
<p>8.2</p>	<p>How does the teacher react to students when they face challenges in the classroom?</p> <p>Does the teacher scold the students?</p> <p>Is the teacher impatient or annoyed with the students?</p> <p>Does the teacher help the students with their challenges?</p> <p>Does the teacher say encouraging words to reassure students that frustration and failure are normal parts of the learning process?</p>
<p>8.3</p>	<p>Does the teacher explicitly encourage students to set short-term or long-term goals?</p>

Does the teacher mention the importance of goal-setting, in either a general or specific way?

Perseverance: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	LOW	MEDIUM	HIGH
8.1 Mozambique	The teacher focuses her comments on the results of student work, by saying "correct" two times throughout the lesson. However, she does not acknowledge the efforts that students put into their work and simply focuses on the results.		The teacher frequently acknowledges student efforts. Five students complete a group activity about syllables, and the teachers says: "You have worked hard and I can tell you have been practicing as you have improved a lot!" The teacher also approaches individual students to help them with the learning activity and says, "You have learned so much by studying," and "You almost have it. I'm proud of you for not giving up!"
Vietnam	The teacher focuses her comments on the results of student work, providing them with feedback at the end of the segment on what she has seen them do well; the teacher does not acknowledge student effort.	The teacher's praise is mostly focused on outcomes during this segment; however, the teacher praises a student by saying: "I can see that this student has reviewed the lesson, has already prepared for the new lesson, I would like to praise her."	
Punjab	In this classroom, the teacher does not acknowledge student efforts. There is mostly reinforcement of the results, there was no focus on the process. The teacher mostly says, 'Well done' 'Good' and to only on specific student answers not the students process of attempting questions.		

8.2	Mozambique	The teacher has a negative attitude toward student challenges. Particularly, the teacher explicitly scolds a student who is behind: "Young man, you're behind! You haven't formed a single syllable! Not even one! Not yet!" The teacher also says, "Didn't you hear what your colleagues just said?" when a student makes a mistake. In addition, the teacher is constantly hurrying students saying, "What is taking so long?" and "You're behind!"	The teacher shows a neutral attitude toward students' challenges. The teacher does not penalize students for making mistakes. For example, when the students are not giving the expected answer about the importance of drawing, the teacher provides hints to guide them. However, the teacher does not help students understand failure and frustration as normal parts of the learning process.	
	Philippines		The teacher has a neutral attitude toward students' challenges in this segment. For example, there is evidence that students are struggling to get to the "right" answer during part of the segment and while the teacher does not help the students understand, the students are not penalized for mistakes either.	The teacher has a positive attitude towards student challenges. Students are not penalized for their mistakes the teacher helps them think about how they could tackle the challenge. For example, the teacher says, "We will repeat if you don't understand" and "That's ok, we're all still learning," giving evidence of a positive attitude towards challenges.
	Punjab	The teacher displays a negative attitude toward student challenges in this segment. The teacher is short with students who are struggling: "You are always left behind." The teacher is negative when correcting students on the procedure they're supposed to follow.	There are no apparent challenges, and so the teacher has no opportunity to exhibit any sort of attitude towards student challenges. This behavioral marker is, therefore, considered as neutral.	
8.3	Mozambique	There is no evidence the teacher encourages students to set any learning goals. The teacher makes no mention of asking students how they would like to progress in their education, or anything they would like to improve upon in the future.		

Afghanistan	The teacher encourages students to think about what it would take for them to pass the grade. The teacher says, "If you want to try your best to pass this test successfully, what should you do?" The students respond, "Try very hard," and the teacher asks, "What can you do to try hard?" This is evidence that the teacher encourages students to set either a short- or long-term goal.
Punjab	There is no evidence the teacher encourages students to set any learning goals. Although the teacher does say the lesson "will help you in general," this is simply encouragement and does not ask students how they would like to progress in their education, or anything upon which they would like to improve at some point in the future.

Perseverance: FAQs

(8.1a) What if the students do not seem to be making any effort in the class, how do I score this behavior?	If the teacher does not acknowledge any effort, even if s/he does not provide any tasks or questions that seem to challenge the students, or they don't seem to be making any efforts this should still be scored low. As a teacher, there are always things students are doing or have done (recent homework for example) that can earn them acknowledgment for their efforts, even if it seemed to be easy for them.
(8.1b) What is the difference between acknowledging students' effort (8.1) and using positive language (1.2)?	Acknowledging students' effort includes comments that focus specifically on the work and effort of the student. While acknowledging students' effort may also count as positive language, a comment that constitutes positive language does not necessarily constitute acknowledging students' effort. For example, "You have made so much progress on your writing! I can tell you have been practicing!" is a comment that would count towards positive language AND towards acknowledging students' effort. "Good job!! You are such a fast writer!" is an example of positive language, but does NOT count towards acknowledging students' effort.

<p>(8.2a) If there is no mistake observed, how can I tell the teacher's attitude towards challenges?</p>	<p>As the three choices are low, neutral, and high, the teacher will always fit into one of those three categories. Any question could be a challenge so watching the teacher throughout the segment should provide enough information to code this behavior. If the teacher has a neutral attitude, does not get angry/impatient or is not scolding or penalizing students for making mistakes, then it is scored as a medium.</p>
<p>(8.2b) The teacher didn't scold a student, but did seem annoyed; how would this be scored?</p>	<p>The example of negative attitude towards challenges includes "scolding" however, it is important to consider other forms of negativity. It is important to take cultural differences into consideration (like for 1.1).</p>
<p>(8.2c) In scoring positive attitude towards student's challenges, should I consider the "best" incident, or the average over the course of the segment?</p>	<p>For this behavior, the observer should consider the average attitude of the teacher over the course of the segment. For example, the teacher might show a positive attitude towards students' challenges when a student makes a mistake and the teacher says, "It's ok, we're learning." However, if besides that isolated incident the teacher is consistently and explicitly scolding or becoming impatient with students, this would be scored a low or medium (depending on the balance of incidents over the segment). However, if there are no clear indications of a negative attitude, then one instance of a positive attitude is enough to make the score for this behavior a high.</p>

Social and Collaborative Skills

<p>Terms</p>	<p>While many of the terms used in the <i>Teach Primary</i> Observer Manual might be clear to some trainees, others may need additional explanation to clarify uncertainty:</p> <p>“Collaborate Through Peer Interaction” — In the context of social and collaborative skills, collaboration through peer interaction can be any verbal or physical cooperative behavior that promotes friendly and harmonious environment in class. It can take the form of students collaborating to solve a problem, or it can be more minor behaviors such as borrowing each other’s pencils.</p> <p>Superficial Collaboration — This type of collaboration occurs when students interact, but this is superficial and not related to the learning activity. Some examples of superficial collaboration are: sharing materials, greeting each other, talking to one another, etc.</p> <p>Substantial Collaboration — Students collaborate by working together to produce a product, solve a problem, complete a worksheet, or present a new idea.</p>
<p>Explanation</p>	<p>Based on evidence from prior trainings, trainees reliably Social and Collaborative Skills 95% of the time. Coders were less reliable on behaviors 9.2 (Medium). The behaviors trainees found most difficult are outlined below.²¹</p>
<p>Troublesome Points</p>	<p>9.1 — There is no available data for this behavior</p>
	<p>This behavior is scored a Medium if the teacher promotes superficial collaboration, whereas this behavior is scored a High if this promotion is substantial. Superficial collaboration tends to involve the teacher encouraging students to “share” something (i.e. opinions, materials, ideas, etc.). Substantial collaboration usually involves the teacher encouraging students to work together to produce a product, solve a problem, complete a worksheet, or present a new idea. For example, if the teacher assigns the students to groups and asks them to create two sentences using proper nouns to present to the class, this is considered substantial collaboration.</p>
	<p>9.2 — Trainees are more likely to correctly score this behavior when it is a Low, but when the score is a Medium, only 38% score correctly; 51% incorrectly score it Low, and 11% incorrectly score it High</p>
	<p>Trainees may ignore or miss evidence of the teacher briefly promoting interpersonal skills. For example, the teacher might give instructions for an activity and encourage students to share or help each other. Although this attempt to promote interpersonal skills is brief and the teacher does not explain why students should share or help, this attempt constitutes as a Medium.</p>

²¹ Comparative percentages data was taken from the combined reliability scores from the Punjab, DC, and UVA trainings. It is fully recognized that data may be biased as trainees may change their scores to help them pass the certification exam (i.e. coding a 2 when they think should score a 1 to give themselves a “buffer” as reliable is defined as scoring within 1 value of the master code).

9.3 — Trainees are more likely to correctly score this behavior as a Low or a High, but when the score is a Medium, only 37% score correctly; 28% incorrectly score it Low, and 35% incorrectly score it High

Trainees may have difficulty identifying superficial collaboration. This type of collaboration often occurs when students talk or share materials (i.e. a pencil, book, paper). These exchanges are often brief or not related to the learning activity (e.g. working together to produce a poem). Superficial collaboration is scored Medium, as long as any occurrence of negative behavior is minor or playful.

Use the following table for scoring:

	<i>There is substantial collaboration</i>	<i>There is superficial collaboration</i>	<i>There is no collaboration</i>
Students display strong negative behavior	<i>Low</i>	<i>Low</i>	<i>Low</i>
Students display minor or playful negative behaviors	<i>Medium</i>	<i>Medium</i>	<i>Low</i>
Students do not display negative behaviors	<i>High</i>	<i>Medium</i>	<i>Low</i>

Guiding Questions

- 9.1** Does the teacher provide an opportunity for the students to work in groups or pairs?
Is the collaboration related to the learning activity?
- 9.2** Is there evidence of teacher promoting perspective taking, empathizing, emotion regulation or social problem solving?
Is the teacher is observed briefly or superficially promoting interpersonal skills?
- 9.3** Is there evidence of students collaborating with each other?
Are students sharing materials or ideas?
Are students producing something together?
Are the students displaying any negative behaviors?

Social and Collaborative Skills: Example Bank

Showing trainees how behaviors play out in a real classroom can be very helpful to influence their thinking. Consider giving the following examples to help guide trainees thinking.

Behavior/Country	LOW	MEDIUM	HIGH
9.1 Mozambique	The teacher does not promote collaboration in this classroom. Students are only listening to and answering questions from the teacher.	The teacher promotes superficial student collaboration by telling students to share textbooks with a partner. This promotion does not encourage students to produce anything.	For an activity about proper nouns, the teacher encourages students to work in groups by discussing proper nouns to complete a worksheet together. The teacher is encouraging students to work together to complete a worksheet.
Vietnam		There is some evidence of the teacher promoting student collaboration. For example, after the students have written their sentences the teacher says, "Alright, if you have finished, please read it out to other friends in the group."	The teacher provides a learning activity where the students are to work in groups to write a poem and memorize it. After this, the students present their poems to the class and other students are encouraged to ask and answer questions.
9.2 Mozambique	Although the teacher may seem to promote students' interpersonal skills, her actions do not fit any of the categories of interpersonal skills. For example, when one student arrives late and says, "Good morning, colleagues," the teacher asks the other students if they are going to answer their colleague or stay silent.	The teacher encourages interpersonal skills by setting a behavior expectation of "help[ing] each other" She says: "your colleague must help you. Talk to each other." However, she does not fully explain why it is important to help each other.	

Philippines	There is no evidence the teacher promotes students' interpersonal skills. While the teacher does mention students taking care of their pets when she says, "you have to love your pets, don't abandon them." This behavioral marker is set to score interpersonal skills, and pets do not fit in that category.	There is some evidence the teacher promotes students' interpersonal skills, but this is brief and superficial. For example, when one student calls the other annoying the teacher intervenes and says, "Hey, it's a group, help each other." Again, the teacher reiterates that the students are to "help each other." The moments are brief and do not tackle higher-level interpersonal skills.	
China	There is no evidence the teacher promotes students' interpersonal skills.	The teacher promotes students' interpersonal skills by acknowledging when a student is feeling anxious after going to the board and asking other students encourage him. Specifically, she says, "You are nervous, relax and have a second look", and then "Let's encourage him. He's too nervous." However, she does not talk about why one would want to encourage him or ask students to understand his perspective.	
9.3 Mozambique	While there are no examples of negative behaviors in this classroom, there is also no evidence of student collaboration. Students are simply listening to the teacher and answering questions. They are not collaborating with one another.	There is evidence of collaboration among students when sharing pens and pencils at the beginning of the classroom segment, and there are no instances of students displaying negative behavior.	There is no display of negative behavior between students. There is evidence of students collaborating with each other to come up with and write down a list of words in pairs before sharing their answers in groups. There is evidence of substantial collaboration in this video when the students work together to complete the task and share their answers.

Philippines	While there are no examples of negative behaviors in this classroom, there is also no evidence of student collaboration. Students are simply completing the work the teacher has given them and are not collaborating with one another.	There is substantial evidence of collaboration among students as they work on their group activity. However, there are also minor displays of negative behavior such as kids rough housing and when one student says to another “You’re so annoying!”	There is substantial evidence of student collaboration in this segment and no displays of negative behavior. For example, students work in groups to complete the activity and Group One works with Group Five to correct answers.
China	While there are no examples of negative behaviors in this classroom, there is also no evidence of student collaboration. Students are sitting in groups, but simply individually completing the work the teacher has given them.		

Social and Collaborative Skills: FAQs

(9.2) How could a teacher promote perspective-taking, empathizing, emotion regulation, and social problem-solving?

An example of perspective taking is: A boy gets upset because his classmates excluded him from a game. The teacher encourages perspective taking by explaining to the boy that his classmates might not have known that he wanted to join in the game, and then encouraging him to ask them if he could participate.

An example of empathizing is: When a student says the incorrect answer and her classmates laugh, the teacher promotes empathy by saying, “Don’t laugh, remember that we all get answers wrong sometimes and we are all here to learn.”

An example of emotion regulation is: When a student is nervous presenting to the class the teacher promotes emotion regulation by saying, “It’s ok to feel nervous when we stand up in front of the class but remember each time you try it gives you more confidence. So, let’s try by taking a deep breath and remember I am here to help you,” thereby providing strategies and support for the student to deal with his or her emotions.

An example of social problem solving is: There is a problem between 2 students. The teacher encourages social problem solving by acknowledging the issue, recognizing students’ emotions, and suggesting they brainstorm a solution together. The teacher may also intentionally model interpersonal skills; for example, the teacher may demonstrate how to stand up to a bully.

What if I still have a question?

Read, read, [read](#) the manual and these FAQs. If your question remains unanswered, ask your trainer or email teach@worldbank.org. It is much better to address your question than to make an assumption and incorrectly code an observation segment.

OBSERVER SURVEY

At the end of the training (but before the Reliability Exam), it is important to administer the observer survey (which can be found in Complementary Materials) to all the observers. The survey should take approximately half an hour. This survey collects information on the observers' experience of the training and will provide valuable feedback to you as a trainer, as well as to the *Teach Primary* team, about which aspects of the *Teach Primary* training worked well, and where there may be areas for improvement in the future. Please scan the completed surveys and send it to teach@worldbank.org and your *Teach Primary* Trainer as it will allow us to improve the training resources and the tool over time. All survey data should be submitted within one week of the completion of the training.

Reliability Exam

PREPARING FOR THE EXAM

The training concludes with the *Teach Primary* Reliability Exam and the presentation of *Teach Primary* certificates to observers who pass the Reliability Exam. For the exam, all

observers will be in the same room. Try to space them out as much as possible to minimize the chance of cheating or inadvertently looking at someone else's answers. It is critical to explain and enforce a zero-tolerance policy on cheating, as it is important to ensure that observers who pass the Reliability Exam are truly reliably *Teach Primary* observers.

Sample Script: Reliability Exam

Congratulations, you've made it through the *Teach Primary* training! I know you have all learned a lot and now it is time to put it all together and take the Reliability Exam so you can become certified *Teach Primary* observers. A couple of notes before we begin:

We have a zero-tolerance policy on cheating. We are all sitting in this room together, but you are responsible for scoring your own codes for every behavior and element in each video. Any observer caught cheating will automatically fail the Reliability Exam and will not be allowed to carry out classroom observations using *Teach Primary*. To avoid any misunderstandings, please keep your eyes on your own paper and avoid glancing towards others. Please do not talk to fellow observers during the exam; if you have any questions, please raise your hand and I will answer your question if I can.

NO CHEATING

The Reliability Exam consists of coding three, 15-minute videos. The videos will play from beginning to end with no pauses, and it will not be possible to replay a segment — just as if you were in a live observation. After the video is over, you will immediately start scoring. You will have 15 minutes to score; again, the maximum amount of time you will have when conducting live observations. If you finish early, make sure to double check that you have assigned a score for *every* behavior *and every* element. When the 15 minutes are over, you must turn in your scoresheet immediately. If you are not finished, your blank scores will be considered unreliable. Please go ahead and take a minute to write your name and coder ID (if assigned) on three scoresheets, label each scoresheet video 1²², video 2, or video 3. We will not have a break during the Reliability Exam so if you need to use the restroom or get water you may do so once you are done preparing your scoresheets.

PASSING

[Give observers a moment to prepare their scoresheets, make sure everyone is present before continuing]

You must pass the Reliability Exam in order to conduct live observations using *Teach Primary*. As we mentioned the first day, to pass, you must be reliable on at least 80% (8 out of 10) of the elements for *each* video. For the Time on Learning element, you are considered reliable if you are in exact agreement with the master score for 2 out of the 3 snapshots. To be reliable on any one code for elements 1–9, your score must be within one of the master score. For example, if the master score is a 3, then scores of 2, 3, or 4 would be considered reliable. Remember, blank scores, including blank behavioral scores, will be considered unreliable. For example, even if you correctly score the element as a 3, if you fail to include a behavior score (a High, Medium, Low, or N/A), you will be considered unreliable for that entire element.

If you do not pass on their first attempt, you will be given feedback and allowed one additional opportunity to pass the exam. The second attempt will consist of 3 new videos and the same scoring rules will apply. Observers who fail both attempts will not be certified as *Teach Primary* observers. For those of you who do pass, *Teach Primary* observer certifications will be valid for 1 year.



Please be silent during the exam, ensure your cell phones are turned off or to silent if you are using them as a time piece, and refrain from distracting activities such as eating. Remember to refer to the manual often and do your best! Any questions? Let's begin.

[Play video]

²² If videos have names, change video 1, video 2, and video 3 to video names.

DURING THE EXAM

During the exam, for an ideal class size of 20 observers, always have one, ideally two, people present to monitor the room — one at the front and one at the back of the room. Scan the room to ensure that observers are completing the scoring on their own and are not obtaining information from one another. Ensure the room is consistently monitored for the duration of the exam.

For the exam, once everyone is ready, you will play the first video. Play the video from beginning to end without stopping — there will be no opportunity to pause, rewind, or replay part of the video. After the video, set a timer for 15 minutes. Observers have 15 minutes to code. If they are not finished within 15 minutes, they will be required to turn in their partially completed score sheets. Require observers to set down their pencils/pens as soon as 15 minutes are over and to turn in their completed score sheets before beginning the next video. Repeat this process for the next two videos, playing the video without stopping and giving observers 15 minutes to code. Do NOT give observers more than 15 minutes to code.

If staffing permits, have a third, trainer present at the Reliability Exam as well. As soon as the first video is done, they should begin inputting scores into the Reliability Excel while observers continue taking the exam. However, if training personnel are limited and no one else is present to monitor the observers during the exam, priority must be placed on monitoring the observers to prevent cheating.

Any observer caught cheating will automatically fail the Reliability Exam and will not be allowed to complete the rest of the exam. The observer will also not be allowed to code classroom observations using *Teach*.

AFTER THE EXAM

After each video, observers will turn in their scoresheets. You should check that the name and observer ID matches each person. If possible, after each video, observer scores should be entered into the *Teach Primary* Reliability Excel file included in the Complementary Materials. Finish entering the data of the videos into the Reliability Excel. After entering data from all three videos, the Reliability Excel file will show you who has passed and who has failed the Reliability Exam. Thus, ideally, a trained member from the World Bank should be the one to enter the data for the Reliability Exam to mini-

mize the likelihood of errors in data entry. If a trained member from the World Bank is not present, do your best to accurately enter *all* the scores, not only for the elements, but also for each behavior.

The *Teach Primary* Reliability Exam data should be sent, along with data from the observer survey, to teach@worldbank.org. Data should be sent within one week of the completion of the training. In the e-mail include where the training took place, the name of the trainers, and the observer names and IDs.

As mentioned above, observers who failed their first attempt will be given a second opportunity to pass the Reliability Exam. We recommend that observers who fail their first attempt are provided with a revision session prior to their second attempt at the exam. Use the Reliability Excel to check which elements or behaviors the observers struggled most with so that you can address these areas in the revision session. Observers should be given specific feedback on where they failed, problem areas should be discussed, and observers should be given the opportunity to ask any lingering questions to help clarify misunderstandings. If time and resources permit, consider offering another practice video for observers.

After the revision session, conduct the second round of the Reliability Exam. The process is the same as the first round (except the three videos must be different). Following the second Reliability Exam, make a list of observers who passed and those who failed both exams. Those who pass the second attempt will be fully certified *Teach Primary* observers. Those who fail the second attempt, however, will not be certified and they will NOT be allowed to carry out classroom observations using *Teach*.

The *Teach Primary* certificate for observers who pass the training is included in the Complementary Materials. We recommend conducting a closing ceremony at the end of the training session to present the certificates (included in the Complementary Materials) to the newly-certified *Teach Primary* observers. If time is short, consider printing out the necessary certificates (ideally in color and on high quality paper) for all the observers ahead of time, and then destroy those for any observers who do not pass the Reliability Exam. Do NOT present certificates to observers who do not pass the Reliability Exam.

GOING OUT INTO THE FIELD

While all observers who pass the Reliability Exam are certified, identify “stronger” and “weaker” observers, based on their performance on the practice videos (check your tracker) and on the Reliability Exam. This information should be shared with the person responsible for putting teams together to send out into the field. While only those who have passed the Reliability Exam go to the field to code, where possible, assign stronger coders to code independently. When pairs of observers code together (to allow for the assessment of inter-rater reliability), try to pair weaker observers with stronger observers.

Creating a WhatsApp (or similar messaging service) group with the observers is also recommended. This provides them with a simple and effective way to ask questions once they're out in the field. It also provides you, the trainer, and other people overseeing the fieldwork with an efficient way of providing the observers with feedback as you receive data from the field.

