

## Main updates to the *Teach Primary (Second Edition)* tool

*Teach Primary* was originally launched in 2019 ([First Edition](#)).

In 2021, *Teach Primary* was updated ([Second Edition](#)) with adjustments to the tool to improve how it captures inclusive teaching practices that foster learning for all.

The [Teach Primary website](#) provides the full set of complementary materials for the Second Edition of the tool (see “Complementary Materials”). Please scroll down to the bottom of the website for the complementary materials for the First Edition of the tool.

### Tool-Level Differences

The updated *Teach Primary* tool, like the First Edition, is designed to observe primary-level classrooms. *Teach Primary (Second Edition)* has undergone an important revision process to strengthen the way the tool captures inclusive teaching practices that support learning for all, including students with disabilities and different learning needs.

**The language of descriptions and examples was revised across the entire tool to make the descriptions and examples more inclusive of all students.** These revisions include the addition of a new behavior (1.4b) to capture disability bias, in addition to adjustments in language and examples throughout. For example, the inclusion of different types of learning materials such as Braille and concrete objects are included in multiple examples to help focus on facilitating the understanding of all students. One important aspect of the tool is that it is designed to be used in any primary classroom, independent of whether there are students with documented disabilities or not.

**Additionally, *Teach Primary (Second Edition)* is [accompanied by a checklist](#) to assess other aspects of the learning environment related to educational quality, including the accessibility of the physical environment and some aspects of the classroom setup and materials available, which can be used together with the classroom observation components. This checklist can be consulted on the *Teach Primary* website.**

### Behavior-Level Differences

Although most of the behaviors serve the same purpose as before, many of the behaviors now include different examples from the First Edition.

This section outlines changes in the various behaviors.

- **Behavior 1.4** – The largest structural change to the tool, Behavior 1.4, has been divided into two sub-behaviors, 1.4a and 1.4b. Behavior 1.4a now focuses on challenging gender stereotypes (similar to the First Edition of the tool) and 1.4b is the added sub-behavior focused on challenging disability stereotypes. The option of N/A is removed for this behavior as the tool aims to capture gender and disability inclusion irrespective of the classroom composition. These two sub-behaviors are first each scored separately and then generate a combined score for overall analysis. Please see *Procedures for Coding* in the *Teach Primary Observer Manual (Second Edition)* for specific instructions.
- **Behavior 1.3** – The Second Edition of the tool includes added language in behavior 1.3 stating that the teacher may now address student needs by writing text in a bigger size or asking classmates to speak up to address such physical needs, such as a student having a hard time seeing the blackboard or hearing other students.

- **Behavior 3.1** – In the First Edition of the tool, this behavior stated that the teacher should explicitly state the lesson objective. To be more inclusive of students who may have difficulty hearing, the second edition includes added language stating that the teacher may explicitly state or write the lesson objective.
- **Behavior 3.2** – The focus of this behavior in the First Edition of the tool is the *clarity* of the teacher’s lesson. In the Second Edition of the tool, this behavior has been changed and now focuses on how the teacher uses different forms of representation to explain content and facilitate learning. This is an important factor of ensuring all students have access to quality learning. There are six main categories that are termed “forms of representation”: Spoken Language, Music, Text, Visual Aides, Concrete Objects, and Movement. Additional information can be found on identifying these forms of representation in the FAQs.
- **Behavior 3.4** – In the Second Edition, this behavior has an expanded example to emphasize the importance of using different teaching and learning strategies and resources to model or enact learning.
- **Behavior 4.3** – The Second Edition of the tool has integrated “Code Switching” into this behavior as well as allowing the teacher to adjust by preparing necessary materials for students with different needs ahead of time. “Code Switching” refers to when the teacher switches the language of instruction to clarify a confusion or misconception on the part of the students. This should not be a fluid use of multiple languages during the class, but instead a clear use of changing language to provide an additional opportunity to learn. The teacher may also adjust by using a different form of representation to re-explain content.
- **Behavior 7.1** – The Second Edition of the tool has integrated a modified example into the *High* coding to highlight the importance of student choices that reflect learning strengths and preferences.
- **Behavior 9.1** – The Second Edition of the tool has added language stating that the teacher can promote student collaboration by requesting students assist one another or providing feedback on one another’s work. This change has also been integrated to behavior 9.3.