Teach Primary

The *Teach* Primary Classroom Observation Tool: Strengthening Its Focus on Inclusion

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Summary

The World Bank's *Teach* Primary classroom observation tool was released in 2019 (First Edition) to help countries measure and assess teaching practices. In 2020–2021, the *Teach* Primary tool underwent a revision process to strengthen the way the tool captures inclusive teaching practices. This document presents the analysis and results of this revision process. The document first provides an overview of the concept of inclusive education within the international context. Then the document presents a framework to analyze inclusive education practices within the *Teach* Primary tool, drawing from the Universal Design for Learning (UDL) framework and other research. Third, the document examines the extent to which the original (First Edition) *Teach* Primary tool reflects principles of inclusion and captures inclusive teaching practices. Finally, the document proposes a series of adjustments to the *Teach* Primary tool to improve the way it reflects principles of inclusion and captures inclusive teaching practices, which are consolidated in the revised *Teach* Primary tool (Second Edition). The adjustments include a checklist to accompany the classroom observation component of the tool, to capture structural aspects of quality that also influence inclusiveness of the classroom. Appendices A through C provide details about the changes and adjustments made to the *Teach* Primary tool based on this analysis.

1. Introduction

Inclusive education is an internationally familiar concept, positioned strongly within the Sustainable Development Goal 4 (United Nations General Assembly Resolution 70/1 2015). General Comment No. 4 on Article 24 issued in 2016 by the United Nations Committee on the Rights of Persons with Disabilities defined inclusion as

> a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. (United Nations Committee on the Rights of Persons with Disabilities 2016, 4)

While numerous definitions exist, there is no universally agreed upon definition of inclusive education (Sayed, Soudien, and Carrim 2003; Singal, Lynch, and Taneja Johansson 2019), and

understanding of the term varies across (and within) countries. Consequently, different models are used to operationalize the vision of inclusive education in different contexts. For example, some approaches focus on supporting mainstream teachers (such as by working with itinerant teachers), while others focus primarily on supporting the needs of the child (such as through the establishment of resource classes). There are various debates on the effectiveness of these models; nonetheless they highlight the range of efforts underway to support diverse learner needs in mainstream classrooms and the critical role teachers play in making inclusive education a reality for all (Alasuutari, Savolainen, and Engelbrecht 2019).

The International Disability Alliance (2020, 19) sets out a number of minimal conditions for inclusion of all children and youth—including those with disabilities—which include (1) access to quality education; (2) teachers' being equipped to ensure all students are able to participate in quality learning; (3) the availability of resources and support services to provide inclusive and effective learning to all students; and most importantly, (4) students' succeeding in attaining their full academic and social potential. In line with this approach, this document focuses on key elements that underpin the conceptualization of inclusive education, rather than purporting a single definition or model. These elements[1] include:

1. The identification and removal of barriers, to access quality and equitable education, for all learners;
2. The continuous process of promoting actions in the culture, community, and curriculum of schools to increase the presence, participation, and achievement of all learners; and
3. The emphasis on support to groups of learners who may be at risk of marginalization, exclusion, or underachievement (from and within) schools.

The last point is particularly important as groups of children and youth who are at the greatest risk of exclusion differ across country contexts, according to unique socio-political-cultural and economic configurations. Nonetheless, evidence also clearly demonstrates that children and youth with disabilities remain the most excluded across education systems (Mizunoya, Mitra, and Yamasaki 2018; Singal, Lynch, and Taneja Johansson 2019). Additionally, the intersectionality of disability with other factors of exclusion (including gender identity, minority language, and ethnic status, among others) presents multiple disadvantages (Mitra, Posarac, and Vick 2013). It is important to highlight that this exclusion has deleterious consequences not only for students with disabilities but for those without as well, since evidence (including from the Global South) attests to the psychosocial benefits of being educated alongside a student with a disability (Hehir et al. 2016; Howgego, Miles, and Myers 2014; Ncube 2014).

The *Teach* Primary classroom observation instrument was developed for use across low-, middle-, and high-income countries. As such, it must be informed by the contextual realities within which it is applied. In recent years, scholars, especially those working in Southern contexts (e.g., Muthukrishna and Engelbrecht 2018; Phasha 2016; Phasha, Mahlo, and Dei 2017; Singal, Lynch, and Taneja Johansson 2019; Walton 2016), have made a strong case for conceptualizing inclusive education that draw on insights from the field, rather than being driven by Global North-centric discourses. Therefore, this document addresses some of these issues by drawing on research insights (where feasible) from Global South contexts, while also

[1] These elements have been summarized based on various sources, including Booth and Ainscow (2002); General Comment No. 4, Article 24—Right to Inclusive Education (United Nations Committee on the Rights of Persons with Disabilities, 2016); and the United Nations Convention on the Rights of Persons with Disabilities (2006).

acknowledging that there is a lacuna of research on inclusive classroom practices in these settings (Kuper, Saran, and White 2018; Singal 2019).

2. Designing the framework for inclusion for *Teach* Primary

Understanding the complex nature of classroom teaching requires a multifaceted approach. In keeping with the key elements noted above, *Teach* Primary aims to identify teaching strategies which help to increase the participation and holistic outcomes (including, but not limited to, literacy and numeracy) of all children. As the Global Education Monitoring Report (GEM 2020, 14) reflects, "all over the world, layers of discrimination on the basis of gender, remoteness, wealth, disability, ethnicity, language, migration, displacement, incarceration, sexual orientation, gender identity and expression, religion and other beliefs and attitudes deny students the right to be educated with their peers or to receive education of the same quality." Thus, the *Teach* Primary framework, in line with Sustainable Development Goal 4 commitments, is focused on capturing teaching practices that support quality learning and education for ***all*** children.

There is also an acknowledgment, however, that children with disabilities have historically been (and continue to be) one of the most neglected groups within education (McClain-Nhlapo et al. 2020; Miles and Singal 2010; Mizunoya, Mitra, and Yamasaki 2018). Keeping this tendency in mind, one of the key strategies for inclusive education sector development and reform adopted by the World Bank is to use the twin-track approach.[2] This approach, discussed in McClain-Nhlapo et al. (2020, 16), "involves two basic principles: 1) ensuring that mainstream education programs are designed for all learners and 2) at the same time, developing targeted support to address the specific needs of children with disabilities." The first track represents only half of what is necessary to reach those last in line and in mind. The support needs or reasonable accommodations required are different from person to person, depending on the type of disability, demographic factors, and familiarity with the available technology. Track two complements track one by "providing more targeted support for learners with disabilities that enable students to equitably benefit from remote services and engage effectively in learning during school closures" (McClain-Nhlapo et al. 2020, 16). Together these tracks are powerful in ensuring equitable opportunities for otherwise historically marginalized groups like children with disabilities.[3]

Finally, it is vital to acknowledge that disability, like other categories of disadvantage, does not exist in a silo. Rather, it intersects with other variables, such as gender, ethnicity, religion, and refugee status, hence making it even more important to understand exclusion in all its complexities.

Clark, Dyson, and Millward (1995, v) note that inclusive education is about "extending the scope of ordinary so they (teachers) can include a greater diversity of children." Therefore, it is essential that *Teach* Primary focuses on observing and capturing how teachers respond to and support diverse learners in their classrooms (Norwich 2013; Singal 2021). *Teach* Primary must

[2] The twin-track approach is also discussed the World Bank's Disability Inclusion and Accountability Framework (McClain-Nhlapo et al. 2018).

[3] It may also be helpful to look at the World Bank Criteria for the World Bank's Disability-Inclusive Investment Project Financing (IPF) in the Education Guidance Note (World Bank 2021), which provides information on how to operationalize the World Bank Education Global Practice's Criteria for Disability-Inclusive Investment Project Financing (IPF) to make projects disability-inclusive.

also focus on how teachers include all learners in, rather than exclude them from, what is ordinarily available in the daily life of the classroom (Spratt and Florian 2015). This approach is very closely aligned with the Universal Design Learning (UDL) framework described below.

(I) Universal Design for Learning

Emerging from the field of architecture,[4] within the context of education the term "universal design" concerns enhancing access to learning so all children are able to learn without environmental barriers. The central position is that learning barriers are not due to the capabilities of learners, but rather come about because of interactions with rigid educational goals, materials, methods, and assessments (CAST[5] n.d.). Inflexible, "one-size-fits-all" curricula and instruction are highlighted by the developers of the framework as the primary hurdle which prevents expert learning from happening within classrooms where students have diverse needs (CAST 2011, 4). Thus, the approach moves away from a learner deficit perspective, which is evident in many classrooms (e.g., Mukhopadhyay, Johnson, and Abosi 2012).

Three main principles underpin the UDL framework, and they are complemented by a set of guidelines and checkpoints (CAST 2018) that promote ways in which learning resources, pedagogy, and flexible instructional and curricular design can address and support the needs of diverse students to participate and achieve, ultimately ensuring that learning, and supporting the learning of each and every student, is at the core of inclusive education (Rao, Ok, and Bryant 2014). For more information on the UDL principles, please consult **Appendix A**.

The UDL principles are applicable across stages of schooling, from pre-K to postsecondary environments, and include:

> (a) *Providing multiple means of representation (how students best learn):* Information should be presented in different ways to maximize learning opportunities for all students. These representations could include use of audio, video, or locally sourced materials to present information in a tactile manner. For example, students who are blind/low vision will need to receive information orally or tactilely, while students who are deaf/hard of hearing benefit from learning through a sign language and other visual means. While matching students' learning strengths in "taking in" information with teachers' means of providing it is a key consideration of this principle (Hayes, Turnbull, and Moran 2018), the benefit of using multiple representations of content to improve learning and achievement in general should not be underemphasized (Çetin and Aydin 2020; Furnham, De Sienna, and Gunter 2002).
>
> (b) *Providing multiple means of action and expression (how students communicate what they learn):* Teachers should provide students with alternative ways to demonstrate their learning and understanding. This principle encourages teachers to provide students with various options to demonstrate their learning, including through written assignments, drawing, telling a story in spoken or signed languages, and multimedia

[4] "Universal design" was first coined by Ronald Mace in the 1970s in the field of architecture and reflects a way of "designing all products and the built environment to be aesthetic and useable to the greatest extent possible by everyone, regardless of their age, ability, or status in life" (Center for Universal Design n.d.).

[5] CAST is an organization that has led the development of UDL. Its website is rich with resources that make it feasible for teachers to incorporate UDL for students with or without disabilities.

presentations. These options enable students who have different learning needs and preferences to show their knowledge more effectively than they might through the use of a single rigid format.

(c) *Providing multiple means of engagement (what motivates students to learn):* Instruction must involve students in multiple ways for motivation and engagement in learning to occur. As such, teachers need to use different strategies and forms of learning, such as kinesthetic, visual, or oral approaches (Al-Azawei, Serenelli, and Lundqvist 2016; Hayes, Turnbull, and Moran 2018) to sustain student interest. Ensuring that all materials are accessible and relevant to all children, thus increasing their motivation to learn, is a key concern of this principle. This principle further emphasizes choice and autonomy, authentic learning, and minimization of threats and distractions as important conditions for recruiting student interest. In addition, salience of learning objectives, mastery-oriented feedback, and collaboration are further strategies teachers can employ to foster engagement.

Though still in its infancy, empirical research indicates that teaching practices and curricular design that follow UDL principles can lead to improved and equitable learning for all children (see Al-Azawei, Serenelli, and Lundqvist 2016; Capp 2017). There is also a significant interest in using the UDL framework to foster inclusive practices in LMICs, as is evident in literature, such as Al-Azawei and Lundqvist (2015) in Iraq; Dalton, Mckenzie, and Kahonde (2012) in South Africa; Evans et al. (2017) in Kenya; and Kumari, Maniratnam, and Mishra (2017) in India. As stated within Mackenzie et al.'s (2021, pp. 6-10) extensive literature review of the UDL within LMICs, the framework has been widely viewed within these contexts as one which supports the accomplishment of the Sustainable Development Goals and "leaving no child behind" through its guidelines on how to embrace and foster diversity. According to the authors' review, it is also a framework that "enables thinking at a systemic rather than an individual level", helping educators within LMIC contexts "to move from a medical model of disability to a human rights, diversity and inclusion perspective." While the relevance and potential of the UDL as a framework for implementing inclusive practices within LMICs has been established, a number of recommendations have also been put forth for its effective use in these settings. These include: the need for capacity building which reflects localized educational philosophies and approaches to teaching; training which considers teachers' difficulties in implementing the framework due to constraints including large class sizes and limited resources, and; the encouragement of local communities and facilities in its application in schools and classrooms (Mackenzie et al., 2021).

The three UDL principles serve as a useful lens through which to conceptualize inclusive education, and this paper proposes using the UDL approach as the central framework to examine the extent to which *Teach Primary* reflects principles of inclusion and captures inclusive teaching practices.

It is important that a focus on inclusive teaching and learning practices in *Teach Primary* be complemented by the observation of strategies that teachers use to support children's socioemotional development, the development of a secure and accepting environment, and the building of an inclusive physical environment. Each of these three additional dimensions of inclusive education is discussed below, along with a rationale for why each is important.

(II) Fostering opportunities for promoting socioemotional development and learning

While the UDL has a strong emphasis on instruction, associated principles and checkpoints reference important inclusive practices that relate to other areas of learning, particularly the

development of socioemotional skills. As mentioned, allowing students to make choices and be autonomous is noted as an effective way to recruit interest and engage students in learning. In addition, heightening the salience of learning goals, increasing mastery feedback that encourages perseverance, and fostering collaboration are strategies recommended for sustaining student effort and persistence. These aspects of the UDL framework support key components of self-determination[6] such as choice making, decision making, and goal setting, which have been increasingly highlighted in literature from the Global North and the Global South as important areas of skill development for students with disabilities (see Achilike and Egwu 2016; Cobb et al. 2009; Seo 2014; Wehmeyer and Field 2007).

In respect to collaboration, international research evidence points to the social and personal benefits that children and youth with disabilities gain from participation in mainstream classrooms (e.g., Mukhopadhyay, Mangope, and Moorad's 2019 work in Botswana; Schwab's 2015 research in Austria). Extending this idea further, Grimes, Sayarath, and Outhaithany (2011), in their work in Lao PDR, note how teachers relied on peer-to-peer collaboration within mixed-ability groups to build self-esteem and friendship networks among students with and without disabilities. Similarly, in their work in Botswana, Mukhopadhyay, Johnson, and Abosi (2012) note the role played by peers within mainstream classrooms in supporting both learning and social acceptance of students with disabilities This experience, in turn, was attributed to increased independence, socialization skills, and improved self-image for these students. Based on insights from their work with schools in Zanzibar, McConkey and Mariga (2011, 12) conclude that there was a need to focus on existing "social capital in attaining more inclusive schools."

Complementing this research are studies that demonstrate benefits children without disabilities gain by being educated in inclusive classrooms (Hehir et al. 2016; Howgego, Miles, and Myers 2014; Ncube 2014). Overall, evidence shows that in most circumstances, being educated alongside a student with a disability does not result in detrimental effects. Rather, research indicates that students without disabilities can experience many academic benefits as well as hold less prejudicial views and have greater acceptance of difference when they are educated in inclusive contexts (see Kart and Kart 2020). While the UDL touches on socioemotional skills, they need to be amplified within an inclusive education framework, based upon the extent of empirical evidence, as reviewed above, that attests to their effectiveness in supporting all students' learning. As such, we consider the development of socioemotional capacities as a key complementary component of the framework.

(III) Creating a secure and accepting environment

Across contexts, research underscores the importance of classroom culture in shaping the learning opportunities and outcomes available to all children. Within the International Bureau of Education's (2016) resource kit for supporting inclusive education, practices associated with building an effective classroom culture are considered central to the realization of inclusivity. For example, "staff and students treat one another with respect" is a stated objective in developing inclusive schools and classrooms.

Therefore, creating a secure and accepting environment is about nurturing a learning environment where all children are treated respectfully and equally. Teachers show respect

[6] Self-determination is a multifaceted construct that encompasses both psychological traits and behavioral skills. According to Wehmeyer and Field (2007, 3), people who are self-determined act autonomously, self-regulate their behavior, and are psychologically empowered and self-realizing.

toward all children by use of positive language, including praise and encouragement, modeling positive behavior, and valuing different backgrounds and beliefs. As a corollary of respect, teachers also regard children equally by encouraging all students to take part in learning activities, by holding high expectations of all students, and by challenging negative stereotyping and stigma by modeling positive behavior. These practices are particularly important in contexts where there is evidence of stigmatizing behavior toward children with disabilities (e.g., Bannink, Idro, and van Hove 2016; Edwardraj et al. 2010; Mpokosa and Ndarahutse 2008) and indeed holds true for children belonging to other marginalized groups, whose status may vary according to the context. For example, Batra (2010) notes these concerns about negative teacher behavior in relation to children from poor families in India. In his work in Pakistan, Amor (2001), cited in GEM (2020), highlights negative teacher behavior, including physical punishment in relation to religious minorities. Concerns about discrimination due to sexual orientation have also been highlighted in other contexts (GEM 2020).

(IV) Building an inclusive physical environment

A substantial body of research highlights the importance of all students' being able to access and easily navigate the classroom space. In addition, classroom design and ready access to basic teaching and learning resources are critical considerations for inclusion. Thus, the emphasis here is on capturing the physical structure, layout, and arrangements in the classroom. There is a significant body of literature that focuses on how access to and within classroom spaces is an important dimension of inclusion. Additionally, how classrooms are built and the availability of teaching and learning materials, along with other basic resources, are important to capture to holistically measure what occurs in the classroom (World Bank 2019, 2).

This focus on physical environment includes the presence of barrier-free access, the availability of desks and chairs (or other appropriate furniture) for teachers and students to sit on, and the presence of light and fresh air through good ventilation. An inclusive physical environment also includes a welcoming classroom that celebrates the work of its students by displaying it on walls.

Furthermore, as Alexander (2001) observes, teachers also differentiate between students by how they are seated. With specific reference to practices observed in Zambia and Tanzania, Miles and Kaplan (2005) note that the type and arrangement of seating in a classroom can be a physical barrier to learning and participation, but it can also be modified to support inclusivity. Research on inclusive practices has repeatedly pointed out the crucial role of classroom seating, including how teachers assign students to, seats in making children with disabilities feel welcome and support learning for all, a few examples being: Bangladesh (Ehsan 2011) and India and South Africa (Singal and Muthukrishna 2016). Hence capturing these factors through the *Teach* Primary classroom observation tool is vital for developing a deeper understanding of inclusive practices.

3. To what extent does *Teach* Primary currently reflect principles of inclusion and capture effective inclusive teaching practices?

Drawing upon the above literature, the *Teach* Primary tool (first edition) is analyzed through the lens of the UDL framework to assess the extent to which it reflects the principles of inclusive education and captures effective inclusive teaching practices.

In this activity, current *Teach* Primary behaviors are mapped to inclusive practices reviewed above, explicating links throughout the process. Throughout this exercise, previous discussions with inclusion experts are drawn upon to help inform comparisons.[7] Please refer to table 1 below**,** which maps specific behaviors included in the *Teach* Primary tool (first edition) to specific UDL principles (Engagement Principle in green; Representation Principle in purple; Action and Engagement Principle in blue).

While this mapping exercise focuses on the extent to which *Teach* Primary behaviors reflect the three UDL principles, it is important to note that some of the *Teach* Primary behaviors also map to the other dimensions identified above in section two. For example, *Fostering opportunities for promoting socioemotional development and learning* is clearly reflected within *Teach*'s Socioemotional Skills area, which focuses on teachers' support of student autonomy, perseverance, and social and collaborative skills*. Creating a secure and accepting environment* is further evident through behaviors associated with *Teach*'s Classroom Culture area. For example, behavior 1.1, "The teacher treats all students respectfully," explicitly highlights the importance of respect within a supportive learning environment. This practice facilitates the creation of a secure and accepting classroom climate where students with disabilities are not discriminated against. *Teach*'s behavior 1.2, "The teacher uses positive language with students," similarly maps to the *Creating a secure and accepting environment* dimension through its encouragement of positive discourses around disability which include praise, encouragement, and modeling of positive behavior.

In examining the extent to which *Teach* Primary is currently reflecting inclusivity, the interconnectivity of practices, and how these values can relate to more than one overarching area of teaching are recognized. For example, while student collaboration is currently emphasized as an important socioemotional skill within *Teach*, it is also an important instructional practice, as suggested through the UDL framework and other literature reviewed in this report. To capture this interconnectivity, the following mapping specifies ways in which inclusive practices relate to more than one teaching domain.

[7] This exercise includes a Roundtable Discussion on Measuring Inclusive Teaching Practices with experts including Nidhi Singal, Anne Hayes, Elena Soukakou, Ruchi Kulbir Singh, Deepti Samant Raja, Anna Hill Martin, Jennae Bulat, Brent Elder, and Joshua Hosa. It also includes one-on-one discussions with leading academics including Jo Westbrook, Daniel Muijs, and Nidhi Singal.

Table 1: UDL Principles and *Teach* Primary (First Edition)

Teach		**UDL Principle**	**Explanation**
Area	**Behavior**		
Time on Task	0.2: Students are on task.	UDL Engagement Principle	This behavior clearly emphasizes inclusive practice by noting the need for <u>all</u> students in the classroom to be engaged.
	2. 1: The teacher sets clear behavioral expectations.	UDL Engagement Principle	Setting clear behavioral expectations and acknowledging when positive behavior occurs ensures that the classroom environment is safe and conducive to learning for all. This priority is also noted in UDL checkpoint 7.3, "minimizes threats and distractions."
	2.2: The teacher acknowledges positive student behavior.		
Instruction	3.1: The teacher articulates the objectives of the lesson and relates classroom objectives to the objectives.	UDL Engagement Principle	UDL checkpoint 8.1, "heighten salience of goals and objectives," notes that over the course of a lesson, numerous means of interest can lead to decreased effort and attention toward the task at hand. Some learners require support to remember the initial learning objective to stay focused. For these learners, having reference or ongoing reminders of objectives helps to sustain effort and attention.
	3.2: The teacher's explanation of content is clear.	UDL Representation Principle	UDL checkpoint 2.1, "clarify vocabulary and symbols," refers to the importance clarifying key vocabulary, labels, and symbols with alternative representations of their meaning to ensure accessibility for all.
	3.3: The teacher makes connections in the lesson that relate to other content area.	UDL Engagement Principle	UDL checkpoint 7.2, "optimize relevance, value and authenticity," notes the importance of making learning relevant to all children and connect with their lives. To achieve this goal, activities and information sources should be varied so they hold cultural relevance and personal meaning to students' lives.
		UDL Representation Principle	UDL checkpoint 3.2 supports the practice of "highlight[ing] patterns, critical features, big ideas, or relationships." Learning is enhanced when students can see how various ideas are connected, and the relationships between and across lessons.
	4.3: The teacher adjusts teaching to the level of the student.	UDL Engagement Principle	Addressing varied instructional levels and demands enables all students to find challenges that are optionally engaging, and it helps sustain effort in the classroom. This practice is reflected in UDL checkpoint 8.2, "vary demands and resources to optimize challenge."
	5.1: The teacher provides specific comments or prompts that help clarify student misunderstandings.	UDL Action and	Learning cannot occur without feedback, and it needs to be explicit, timely, informative, and accessible to all learners. Particularly effective is formative feedback that enables pupils to monitor their own progress and apply information to improve their effort and practice. UDL checkpoint 6.4, "enhance

		Expression Principle	capacity for monitoring progress," also captures this practice.
	5.2: The teacher provides specific comments or prompts that help clarify student successes.		
Socioemotional Skill	7.1: The teacher provides students with choices.	UDL Representation Principle	Providing choices during learning helps increase self-determination, which has been shown to produce pride; enhance connectivity to learning; improve outcomes; and improve quality of life for all children, including those with disabilities. This approach is reflected in UDL checkpoint 7.1, "optimize individual choice and autonomy." It is important to acknowledge that even though this practice is included in socioemotional skills in *Teach*, it resonates with the UDL principle on Representation.
	8.1: The teacher acknowledges students' efforts.	UDL Engagement Principle	UDL checkpoint 8.4 focuses on teachers' ability to "increase mastery-oriented feedback," which emphasizes student effort and practice as opposed to intelligence or natural ability. These distinctions may be especially important for learners with disabilities who may have a low academic self-concept due to teachers' or caregivers' low expectations or deficit positioning of their capacities. Thus, teacher feedback should focus on perseverance and efficacy, effort and improvement, and achieving a standard rather than a level of performance that is relative to peers.
	8.2: The teacher has a positive attitude toward students' challenges.		
	8.3: The teacher encourages goal setting.	UDL Engagement Principle	This behavior encourages growth mindset and is widely regarded as important for students with disabilities. UDL checkpoint 8.1 also notes the need for "heighten[ed] salience of goals and learning objectives," and checkpoint 6.1 emphasizes that the teacher should "guide appropriate goal setting."
	9.1: The teacher promotes students' collaboration through peer interaction.	UDL Engagement Principle	International research evidence indicates the psychosocial as well as cognitive benefits that can arise from positive and supportive peer interactions. Thus, these practices are not only important for the development of socioemotional skills, but toward more effective learning and instruction. These behaviors also link to the UDL Engagement Principle and checkpoint 8.3, "foster collaboration and community."
	9.2: The teacher promotes students' interpersonal skills.		
	9.3: Students collaborate with one another through peer interactions.		

4. How has *Teach* Primary been revised to better reflect principles of inclusion and capture inclusive teaching practices?

Following this review of how *Teach* Primary (First Edition) is currently reflecting principles of inclusive education, the tool has been adapted to better reflect principles of inclusion outlined in the framework and strengthen the way it captures inclusive teaching practices. These changes are captured within the revised *Teach* Primary tool (Second Edition). The changes to the tool include the addition of a new behavior to capture disability bias (behavior 1.4b), as well as changes to the codings for other behaviors and the examples provided for *Low*, *Medium*, and *High* codings throughout. The modifications are summarized below. For details on the entirety of adjustments proposed to the classroom observation component of the *Teach* Primary tool, please consult **Appendix C** of this document.

In respect to the UDL framework, changes have been focused on the *Representation* and *Action and Expression* principles due to the strong alignment that *Teach* Primary already had with the Engagement principle.

For *Representation*, multiple revisions have been made to the Classroom Culture and Instruction areas of *Teach*. Within Classroom Culture an example of a student who may be struggling to see a written instruction on the board has been included, therefore requiring the teacher to provide an alternative way for accessing the information. This change, which occurs in behavior 1.3, "The teacher responds to students' needs," highlights the importance of customizing the display of information for students with diverse learning needs. For Instruction, examples for behavior 3.2, "The teacher's explanation of content is clear," have similarly been changed to emphasize the need for teachers to communicate key objectives, content, and instruction through multiple modalities to facilitate and reinforce understanding for all learners. This priority is also reflected through the modified phrasing, "The teacher explains content using multiple means of representation."

To better reflect the UDL's *Action and Expression* principle, numerous changes to the Instruction and Socioemotional Skills areas of *Teach* Primary have been applied. Within Instruction, for instance, the "high" example for behavior 3.4, "The teacher models by enacting or thinking aloud," has been expanded to emphasize the importance of using different teaching strategies and resources when demonstrating a new skill or process. Within the area of Socioemotional Skills, the "high" example for behavior 7.1 has been changed to, "The teacher provides students with choices," to highlight the importance of student options that reflect learning strengths and preferences.

The UDL principle "Creating a secure and accepting environment" is also more strongly reflected in *Teach* Primary through the incorporation a new behavior, 1.4b: "The teacher does not exhibit disability bias and challenges disability stereotypes in the classroom." While *Teach* Primary has emphasized the importance of teachers' challenging gender stereotypes and not exhibiting gender bias in the classroom, this priority has been extended to students with disabilities. It has been elaborated upon in the Classroom Culture area given the significant amount of evidence which indicates that stigmatizing behavior and attitudes toward children with disabilities can lead to their low self-efficacy, decreased engagement, and poor academic performance. The UDL principle "Fostering opportunities for promoting socioemotional development and learning" has further been enhanced within *Teach* Primary through changes to examples for behavior 9.1, "The teacher promotes

students' collaboration through peer interaction." Here the potential of peer interactions for developing students' socioemotional skills and for learning has been reinforced.

In addition to the changes proposed to the classroom observation component of the *Teach* Primary tool, a new checklist has been incorporated as a complement to the *Teach* Primary classroom observation tool.

The rationale for inclusion of this checklist as part of the *Teach* Primary is to better understand the student constitution of the classrooms we observe with respect to disability, and to relate this and other indicators of structural education quality to the quality of practices employed by teachers in classroom. By doing this, we also hope to contribute more broadly to the collection of internationally comparable data on children with disability and aspects of the classroom environment which restrict and enable participation in learning. While the checklist is an optional component of *Teach*, its use provides a more wholistic picture of the extent to which teachers address the needs of diverse learners in their classrooms. As such, its application by researchers and stakeholders is strongly recommended.

The aim of this checklist is to assess aspects related to structural educational quality and also gather data related to students with disabilities within the classroom. Specifically, this checklist captures (1) information about the number of children with disabilities in the classroom, and the type of disabilities children display (2) the accessibility of the physical environment, and (3) the availability of classroom and learning materials for all students.

This checklist draws on some of the existing *Teach* Primary supplementary materials, but it is now incorporated as an integral part of *Teach*. The introductory section of the checklist is to be completed by the *Teach* Primary observer before the classroom observation, and the main body of the checklist is meant to be completed after the classroom observation. While much of the checklist is completed independently by observers, several items require teacher support. These items are clearly indicated on the checklist.

(1) information about the number of children with disabilities in the classroom, and the type of disabilities children display Items relating to students with disabilities have been adapted from the Washington Group Short Set on Functioning (WG-SS) questions.[8] These questions reflect advances in the definition of disability as the interaction between one's capabilities and environmental barriers which may restrict participation. Specifically, they represent basic actions that most commonly limit individuals to take part in everyday activities, including education (Washington Group, n.d.). The WG-SS have undergone multiple rounds of cognitive testing in numerous countries such as Kenya, India, Brazil and the Philippines, and with individuals from a range of socio-economic backgrounds (See Miller et al., 2011; Washington Group on Disability Statistics, 2020). According to the Washington Group, the information gathered from applying these items will:

[8] Given these questions have been adapted from the Washington Group Short Set on Functioning (WG-SS), we recommend where possible using the original set of items (Washington Group/UNICEF Child Functioning Module-Ages 5–17 years) and its related protocols to collect more precise data on the number of students with disability in the classroom.

- Tested: The WG-SS has undergone extensive cognitive and field testing in a variety of countries, with persons of low-to-high income, and in every region of the world;
- Internationally comparable: The questions address core, basic activities that are easy to compare across different countries and cultures, as borne out by test results;
- Represent the majority of, but not all, persons with limitation in basic actions;
- Represent the most commonly occurring limitation in basic actions; and
- Be able to capture persons with similar problems across countries.

(2) information relating to structural educational quality

In addition to the above questions, the checklist asks the observer to collect information on structural educational quality including[9]:

Availability of personnel	• Number of adults assigned to a class including the number of teachers, number of assistants, number of adults providing specialized support to one or a select group of students, and number of teachers or assistants present in the classroom observation
Students who require individual learning support	• Number of students with Individualized Education Plans (IEPs) or who receive specialist support
Language of instruction	• Official language of instruction, proportion of students enrolled who speak the same language at home as the language of instruction, and language(s) the teacher taught in during the observation

[9] Please refer to the following papers for detailed rationales on these measured items from the structural quality checklist: Effective Teaching Practices in Early Childhood Education (ECE) (Pushparatnam, Ding, Lee Rolla & Wilinski (2021); A Review of Effective Teaching Practices in Secondary Education (Carter, Molina, Francis, Arrenge & Tsapali, 2023).

Availability of resources	• Resources available to students e.g., textbooks, exercise books, pens, pencils, and the number of students who had the opportunity to manipulate these resources • Resources available in the classroom such as blackboard/whiteboard, chalk or marker, teaching and learning materials apart from textbooks (e.g., laboratory equipment, Information Communication Technology (ICT))
Physical accessibility of the learning environment	• Facilities observed from inside the classroom: a weatherproof roof, working electricity connection, windows, sufficient light and contrast for reading what is written on the board from the back of the room, number of students who do not have a desk to sit at, whether the teacher can reach all students' workspace or desk • Facilities observed from outside the classroom: steps leading up to the classroom and whether the main entrance is wide enough for a person in a wheelchair to enter
Factors impacting student well-being and safety	• Severe negative verbal/physical interactions observed (if any, enumerators are required to specify what they saw) • Number of minutes students are left unsupervised

More detail on how the checklist collects information about the number of children with disabilities is provided below. The checklist can be consulted in **Appendix B** of this document.

(I) Dilemmas around identification of children with disabilities for purposes of the observation

In applying some of the changes, the focus upon disability was not intended as a simple "add-on." Rather, as noted in the introduction, the changes were guided by the twin-track approach to ensure that the tool is designed for all learners and, at the same time, a few targeted aspects address specific issues related to children with disabilities. Doing so, however, also raises the dilemma around whether to explicitly identify children with disabilities for observation purposes (Singal 2021). In the first version of the tool (World Bank 2019), at no point in the observation are teachers asked to identify for the observer children with disabilities. This predicament therefore raises several concerns: Are observers only focusing on easily identifiable disabilities during the observation? What about those children with disabilities in the classroom whom the observer is unable to identify? These are important questions upon which to reflect.

One option considered is to ask the *Teach* Primary observer to engage with the teacher at the start of the observation and to ask the teacher to identify children with disabilities in the classroom. The pitfall of this approach, however, is that too often teachers stand at the front of the class and call out or point to the child with disabilities, thus immediately making the student stand apart. The second challenge is that by adopting such an approach, the teachers themselves might be biased in their teaching, particularly if they assume that the observations are focused on children with disabilities. Given that there are no prolonged periods of multiple observations in classrooms, this observer effect is likely to be very high.

Thus, the second option, which has been adopted in the adjustments made to the *Teach* Primary tool, is that an observer first uses the main classroom observation tool (i.e., the Time on Task and Quality of Teaching Practices components) to identify teacher practices on the behaviors noted. At the end of class session, the observer fills in the Student Diversity section with the teacher. The questions asked here are guided by the work of the Washington Group on Disability Statistics (n.d.) and present the most current thinking on identifying disabilities/functional disabilities in a manner which is clear, non-stigmatizing, and understood across contexts.

To make the task manageable within a short period (and given the specific purpose of *Teach*) a focus on seven functioning areas has been included: seeing, hearing, walking/climbing, communicating, remembering/concentrating, self-care,[10] and behavior). Teachers are asked to use a graded scale—children with few difficulties and those who have many difficulties. To focus the respondent on the functioning of each child in relation to that child's cohort, questions are prefaced with the clause, "Compared with children of the same age…"

By using such an approach, *Teach* Primary will capture student diversity without labeling children for the purposes of the classroom observation. Additionally, the tool includes an explicit focus on disability (Behavior 1.4b), which encourages observers to be mindful of disability issues. This focus also requires observers to take account of any children with visible disabilities in the classroom as well as capture practices related to bias and stereotyping of these children, even when they may not be present within classrooms. While this approach may not provide a "true" picture, it is important to include, as it will capture children with certain types of disabilities, who are likely to be in school. Some of the challenges arising here are somewhat similar to when observers rely on their judgment in identifying children's gender.

5. Concluding reflections

As the diversity of learners in classrooms increases and the curriculum, practices, and culture in classrooms are (re)negotiated, attention must always be given to those at the margins. Hence, capturing teaching practices which are inclusive of all children, including those students at the greatest risk of exclusion, is important in *Teach* Primary.

[10] Six of these domains are listed in the Washington Group on Disability Statistics' (2020) Child Functioning Module, and we have added a specific one on behavior.

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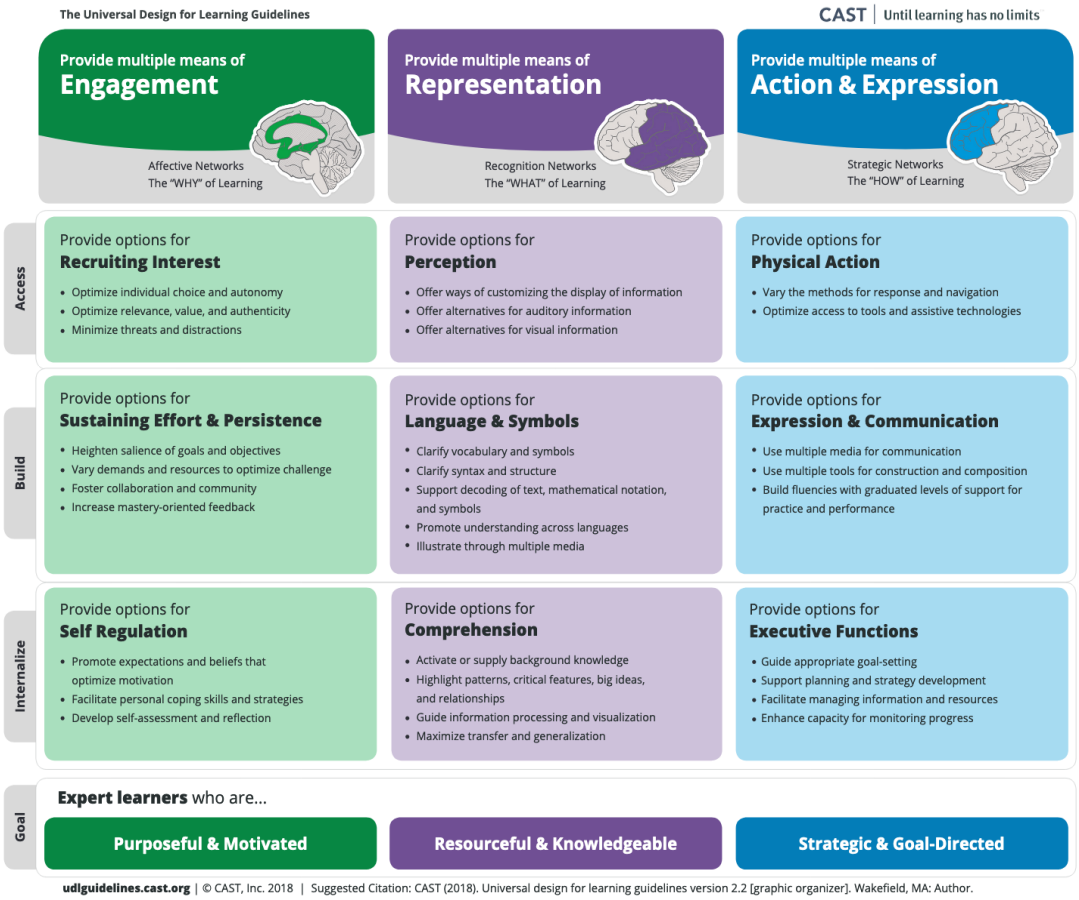
Appendix A: Universal Design for Learning Principles

Figure A. Universal Design for Learning (UDL) principles as described in CAST (2018).



Appendix B: Checklist – Other Aspects of Educational Quality

The following checklist is a proposed addition to be used together with the *Teach* Primary Classroom Observation Tool; while its use together with the classroom observation component is suggested, it is not mandatory. The aim of the checklist is to assess additional elements related to educational quality, including but not limited to the accessibility of the physical environment. Items indicated with an asterisk are to be asked to the teacher.

*items to ask teacher

Fill in before the classroom observation								
School ID								
Teacher ID								
Teacher name*								
Coder ID								
Date	D	D	M	M	Y	Y	Y	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*		Female	Male
	Total number of teachers (not including number of assistants)		
	Total number of assistants		
	Number of assistants providing specialized support to one or a select group of students		
	Other (please specify role):		

Fill in after the classroom observation			
Time the lesson finished			
How many students have access to the following resources?*		Female	Male
	A textbook for the class (e.g., language or mathematics)		
	A pencil or pen		
	An exercise book		
	Adapted teaching and learning materials such as Braille or large-font textbooks		

Compared with students of the same age, how many students **enrolled** in the class have the following difficulties?[11]*		Female	Male
	A lot of difficulty seeing, even if wearing glasses?		
	A lot of difficulty hearing, even if using a hearing aid(s)?		
	A lot of difficulty walking or climbing steps?		
	A lot of difficulty remembering or concentrating?		
	A lot of difficulty with self-care, such as washing all over or dressing?		
	A lot of difficulty communicating (in his/her usual language), for example understanding or being understood?		
	A lot of difficulty managing their behavior (e.g., hitting students repeatedly, disrespecting the teacher)?		
What is the official language of instruction?*			
What proportion of **enrolled** students speak the same language at home as the official language of instruction?* (check one)	All the students speak this language at home.		
	More than half of the students speak this language at home.		
	Less than half of the students speak this language at home.		
	None of the students speak this language at home.		
What language(s) did the teacher Teach Primary in?*			
How many students have Individualized Education Plans (IEPs) or receive specialist support?*	Female	Male	

Number of adults **present** in this classroom*		Female	Male
	Total number of teachers (not including number of assistants)		
	Total number of assistants		
	Number of assistants providing specialized support to one or a select group of students		

[11] These items represent adaptations of the Washington Group Short Set questions. Questions have been modified to facilitate application within the context of the *Teach* Primary observation protocol and are intended to be posed collectively about all students in the classroom, rather than individually. More detailed data concerning students with disabilities may be obtained through application of the Washington Group/UNICEF Child Functioning Module-Ages 5-17 years.

	Other (please specify role):		

Did you have to end an observation before the segment was finished for any reason?	Yes	*If yes, indicate the following:* Segment: End Time: Reason:
	No	
Were the students left unsupervised?	Yes	for _____ minutes
	No	
Were any severe negative verbal/ physical interactions observed?	Yes	*Please describe what was observed:*
	No	

		Yes	No
Are the following resources available in the classroom?	A blackboard and/or whiteboard for the class		
	Chalk or a marker available for writing on the board during the lesson		
	Any other teaching and learning materials apart from textbooks (e.g., laboratory equipment/ manipulatives/ Information Communication Technology resources)		
Can the following be observed in the classroom?	A weatherproof roof		
	A working electricity connection		
	Windows		
	Is there sufficient light and contrast for reading what is written on the board from the back of the room? **Enumerator Note:** *read chalk writing on the board from the back of the classroom*		
	Is students' work displayed in the classroom?		
	Other than students' work, are other posters or charts displayed in the classroom?		
	Students who are not sitting at desks		
	If yes, how many?		
	Can the teacher reach all students' workspaces/desks in the classroom?		
	A main entrance which wide enough for a person in a wheelchair to enter		
Can the following be observed outside of the classroom?	Steps leading up to the classroom		
	A proper ramp in good condition usable by a person in a wheelchair to access the classroom		

Appendix C: Changes Proposed to the *Teach* Primary Classroom Observation Tool to Better Capture Effective Inclusive Teaching Practices

The following table captures the changes proposed to the *Teach* Primary tool to better capture effective inclusive teaching practices. The changes proposed to each of the tool's elements and behaviors are identified according to the Low – Medium – High codings. Changes are marked in bolded blue text for reference. The rationale for the changes made across each *Teach* Primary area and *Teach* Primary element is summarized in the final column of the table.

***Teach* Primary Area**	***Teach* Primary Element**	***Teach* Primary Behavior**	**Low**	**Medium**	**High**	**Rationale**
Time on Learning		0.1 The teacher provides a learning activity to most students.				
		0.2 Students are on task.				
Classroom Culture	Supportive Learning Environment	1.1 The teacher treats all students respectfully.	The teacher does not treat all students respectfully. *For example: The teacher may yell at some students, scold them, shame/ridicule them, or use physical punishment to discipline them.*	The teacher treats all students somewhat respectfully. *For example: The teacher does not treat students disrespectfully (e.g., the teacher does not yell at or ridicule students), but the teacher does not show outward signs of respect toward students either (e.g., does not call students by their names, say "please" or "thank you," or use other culturally relevant signs of respect).*	The teacher treats all students respectfully. *For example: The teacher uses students' names, says "please" and "thank you," or shows some other culturally relevant sign of respect.*	Behavior 1.3 has been modified to reflect the UDL representation principle and specifically checkpoint 1.1, "Offer ways of customizing the display of information." According to the UDL guidelines, being malleable in how information is presented in teaching (e.g., changing the size of text, images, graphs, or other visual information for students who may have difficulties with reading or visual processing) can help increase the perceptual clarity and salience of information for a range of learners. It can also help accommodate different learning preferences. Other simple changes that teachers can make to respond inclusively to students'
		1.2 The teacher uses positive language with students.				

		1.3 The teacher responds to students' needs.	The teacher is not aware of students' needs OR does not address the problem at hand. *For example: A student may not have the required supplies for the lesson, and the teacher does not notice or sees it and ignores it. Alternatively, a student may be upset because of a bad grade or a personal problem, and the teacher ignores the student or is dismissive of the issue (e.g., the teacher tells the student to "get over it" or "pull yourself together").*	The teacher responds to students' needs but may not address the problem at hand. *For example: A student may be upset because they do not have a pencil, and the teacher asks another child to share their pencil, but the other student refuses. The teacher carries on with the lesson without solving the problem.*	The teacher promptly responds to students' needs in a way that specifically addresses the problem at hand. *For example: If a student does not have a pencil, the teacher allows the child to borrow one from the teacher's spare pencil box.* ***Alternatively, a student may be struggling to see a written instruction on the board, so the teacher rewrites the instruction in larger text and/or provides an alternative way for the child to access the information, such as on a separate sheet or orally.***	needs include using color for information and emphasis if a child is having trouble understanding a key point or instruction or changing the rate or volume of speech so it is clearer for students who have hearing or attentional difficulties. Behavior example 1.1 has been modified to highlight the importance of treating all children respectfully and equally and encouraging every student, irrespective of their ability level or background, to take part in learning. While *Teach* Primary has emphasized the importance of teachers' challenging gender stereotypes and not exhibiting gender bias in the classroom, we extend this practice to students with disabilities with a new behavior 1.4b, due to the extent of evidence indicating the stigmatizing behavior and attitudes that can occur toward this pupil group, which can lead to low self-efficacy, decreased engagement, and poor academic performance. These modifications have been influenced by recommendations given by experts during the World Bank's Roundtable Discussion on Measuring Inclusive Teaching Practices and one-on-one discussions.
		1.4a The teacher does not exhibit gender bias and challenges gender bias in the classroom.				
		1.4b The teacher does not exhibit disability bias and challenges disability stereotypes in the classroom.	**The teacher exhibits disability bias or reinforces disability stereotypes in the classroom. The teacher could show this bias by providing students with unequal opportunities to participate in classroom activities or by using inappropriate language, including stigmatizing terms or by expressing low expectations for students' behaviors or capabilities.** ***For example: A teacher seats students with disabilities exclusively at the back of the classroom; seats a child with a disability separately from***	**The teacher does not exhibit disability bias but does not challenge disability stereotypes either. The teacher provides children of all ability levels with equal opportunities to participate in the classroom, uses appropriate language when referring to students with disabilities, and has high expectations for all students.** ***For example: The teacher enables students with disabilities to work with other class members during group work or provides opportunities for students with disabilities to ask questions and participate in whole class learning activities. Alternatively, the teacher praises and/or disciplines students with disabilities in the same***	**The teacher does not exhibit disability bias AND challenges disability stereotypes in the classroom.** ***For example: The teacher uses appropriate language when referring to students with disabilities, has children with disabilities work with others during group work, and uses examples and explanations which portray people with disabilities in important positions.***	

			other students during group work; or uses stigmatizing terms toward students with disabilities when responding to their learning, behavior, or efforts.	***manner as other students in the classroom.***		
	Positive Behavioral Expectations	2.1 The teacher sets clear behavioral expectations for classroom activities.				
		2.2 The teacher acknowledges positive student behavior.				
		2.3 The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior.				
Instruction	Lesson Facilitation	3.1 The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives.	The teacher does not state or write the lesson objective(s), nor can one be inferred from the lesson activities. *For example: The teacher asks students to take turns reading a text about planting and harvesting crops. The teacher then spends the rest of the lesson discussing farming and the specific processes involved. The teacher does not state a lesson objective, and it is difficult to infer a lesson objective from the activities as the objective could be developing oral reading fluency, developing vocabulary, or learning about agriculture.*	The teacher explicitly states and/or writes on the board a broad lesson objective but does not specify what the students should be able to do at the end of the lesson or period of learning. Alternatively, the objective is not explicitly stated and/or written, but it can be inferred from the lesson activities. *For example: The teacher says, "Today we're going to learn about multiplication," without further specification. Alternatively, the lesson activities may clearly work toward how to divide whole numbers, but this objective is not explicitly articulated by the teacher.*	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. *For example: Near the beginning of class the teacher states, "Today we're going to learn to multiply fractions." Each lesson activity is clearly related to the objective of multiplying fractions.*	Changes to behavior examples from *Teach* Primary behaviors 3.1 and 3.2 emphasize the importance of teachers' communication of key objectives, content, and instructions through multimodalities to facilitate and reinforce understanding. This modification is again in response to the UDL representation principle that encourages teachers to represent information in different ways to maximize learning opportunities for all students, including those with disabilities. These changes reflect numerous associated checkpoints in the UDL framework, including 3.1, "Offer alternatives for auditory information"; 3.2, "Offer alternatives for visual information"; 2.5, "Illustrate through multiple media"; and 2.3, "Support decoding of text, mathematical notation, and symbols." In relation to checkpoint 3.1, for example, the UDL guidelines highlight that information only communicated through sound

		3.2 The teacher explains content using multiple forms of representation.	**The teacher explains content using one form of representation, OR content is simply not explained.** ***For example: The teacher states, "A fraction is a combination of a numerator and denominator," without providing any written or other visual representation of a fraction during the lesson segment. Alternatively, the teacher may not provide any explanation of content.***	**The teacher explains content using two forms of representation.** ***For example: The teacher states, "A fraction is a combination of a numerator and denominator," and writes an example of a fraction on the board. In a language arts lesson, the teacher states that a verb is an action word and writes on the board a sentence which contains a verb, which is underlined.***	**The teacher explains content using three forms of representation.** ***For example: The teacher states, "A fraction is a combination of a numerator and denominator," and writes the example of ¼ on the board. Later in the lesson, the teacher uses a visual aid as part of the explanation of content by folding a piece of paper into quarters and coloring in one square. In a language arts lesson, the teacher states that a verb is an action word and writes on the board a sentence which contains a verb, which is underlined. The teacher then mimes a series of actions and asks students to identify these examples of verbs.***	(e.g., verbally) is not equally accessible to all learners, particularly those who may have hearing disabilities, difficulties with memorization, or struggle with information processing. As such, information that is presented aurally should be supplemented with visual diagrams, text equivalents, or tactile materials to ensure accessibility for all. Behavior 3.4's example has been expanded to emphasize the importance of using different teaching and learning strategies and resources to model or enact learning. This change directly links to the UDL action and expression principle and checkpoint 5.3, "Build fluencies with graduated levels of support for practice and performance," which describes the need for the provision of differentiated models that demonstrate the same outcomes but use different approaches, strategies, and skills.
		3.3 The teacher makes connections in the lesson that relate to other content knowledge or to students' daily lives.				
		3.4 The teacher models by enacting or thinking aloud.	The teacher does not model.	The teacher partially models the learning activity. *For example: In an English class where the objective of the activity is to write a paragraph, the teacher only demonstrates how to write a topic sentence. In a math class, the teacher shows (enacts) how to draw a bar graph but does not clarify how the data were extracted from the text to create the bar graph.*	The teacher completely models the learning activity by enacting all parts of the procedure OR by enacting the procedure AND thinking aloud. *For example: The teacher demonstrates different ways to solve a math problem (enactment of a procedure) and while doing so, what they are thinking at each step of the equation (think aloud).* ***Or if students are calculating the perimeter of their desk, the***	

					teacher demonstrates each step in the process (full enactment of a procedure) through use of pictures, physical objects, or other materials that might be locally available. While doing so, the teacher says what they are thinking at each step of the process.	
	Checks for Understanding	4.1 The teacher uses questions, prompts or other strategies to determine students' level of understanding.				The modification to *Teach* Primary behavior 4.3 and its associated examples similarly draws upon the UDL representation principle and the importance of representing information in various ways. In response to feedback provided from the World Bank's Roundtable Discussion on Measuring Inclusive Teaching practices, it further highlights an example of adjusting learning for an individual student who may experience particular struggles with a concept and therefore require more tailored one-on-one support from a teacher. Additionally, through associated FAQs for this behavior, this items reflects the UDL representation principle by considering preplanned adjustments that teachers make to tasks to accommodate different learning abilities and preferences. It further reflects checkpoint 2.1, "Clarify vocabulary and symbols," as well as 2.4, "Promote understanding across languages," through its consideration of changes of language of instruction as an example of adjusting teaching.
		4.2 The teacher monitors most students during independent/group work.				
		4.3 The teacher adjusts teaching to the level of the students.	The teacher does not adjust teaching for students.	The teacher slightly adjusts teaching, but this adjustment is brief and superficial. *For example: As students complete an alphabet worksheet, the teacher notices they are not dotting their* i*'s. In response, the teacher briefly reminds the class to dot their* i*'s.* ***Or, when solving the multiplication problem 7 x 3, a student confuses the process with addition and answers "10" on their worksheet. In response, the teacher reminds the student that they are doing multiplication and not addition equations.***	The teacher substantially adjusts teaching for students. When students have misconceptions, the teacher may initiate back-and-forth exchanges to help them understand all points of misunderstanding, which provides students with more opportunities to learn. **The teacher may further present information in a different way to help students better understand the concept being taught.** The teacher may also provide more challenging tasks for those who already have an advanced understanding. *For example: As students complete an alphabet worksheet, the*	

					teacher notices they are not dotting their i's. In response, the teacher briefly stops the activity and reviews the differences between uppercase and lowercase i's before continuing with the alphabet activity. ***In realizing that a student is not understanding the process of multiplication, the teacher may draw a picture or use concrete objects to help the student better understand the operation****. Alternatively, if the teacher notices that a student has already completed the worksheet, the teacher may give that student another activity to complete while waiting for the rest of the class.*	
	Feedback	5.1 The teacher provides specific comments or prompts to help clarify students' misunderstandings.				
		5.2 The teacher provides specific comments or prompts that help identify students' successes.				
	Critical Thinking	6.1 The teacher asks open-ended questions.				
		6.2 The teacher provides thinking tasks.				
		6.3 The students ask open-ended questions or perform thinking tasks.				

Socioemotional Skills	Autonomy	7.1 The teacher provides students with choices.	The teacher does not explicitly provide students with choices. The teacher decides how learning activities should be completed, without providing different options for how students can approach the task. *For example: Students are asked to complete a set of math problems following a prescribed set of steps. Alternatively, the teacher tells students to write sentences without providing intentional choices.*	The teacher explicitly provides students with at least one superficial choice that is not related to the learning objective. *For example: The teacher allows students to choose between different colored pencils to complete an assignment, decide where to sit in the classroom when completing a task, choose the order in which to complete the activities, or vote on which student presentation was the best.*	The teacher explicitly provides students with at least one substantive choice that is related to the learning objective. *For example: The teacher allows students to choose between writing an essay, **giving a talk,** or doing a **visual** presentation about their favorite sport. In a science class, the teacher lets students choose an animal to investigate. **In a mathematics class, a teacher allows students to choose how they will solve a multiplication problem (e.g., by using concrete materials, drawing pictures, or using a number line).***	Modifications to *Teach* Primary behavior 7.1 are influenced by the UDL action and expression principle, which underscores the importance of teachers' giving students different ways to navigate a learning environment and express what they understand. As highlighted in the UDL guidelines, the ways in which individual students approach learning tasks can differ substantially, with some being able to express themselves well through writing but not speech, and vice versa. Other students may struggle with both these modalities and learn best through visual or tactile means. As stated within the UDL guidelines, "there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential." To better reflect this principle, we have adapted the behavior example in *Teach Primary* to highlight the importance of student choices that reflect learning strengths and preferences.
		7.2 The teacher provides students with opportunities to take on roles in the classroom.				
		7.3 The students volunteer to participate in the classroom.				
	Perseverance	8.1 The teacher acknowledges students' efforts.				The UDL action and expression principle has also guided our change to *Teach* Primary behavior 8.2, which now acknowledges that students can face challenges with certain modalities and therefore require encouragement to turn to other resources to help them better understand concepts when they face difficulties. Within the UDL action and expression principle, the changes made to *Teach* Primary behaviors 7.1 and 8.2 resound with multiple linked UDL checkpoints, namely 4.1, "Vary the methods for response and navigation"; 5.1, "Use multiple media for communication"; and 5.2, "Use multiple
		8.2 The teacher has a positive attitude toward students'	The teacher has a negative attitude toward students' challenges.	The teacher has a neutral attitude toward students' challenges. Although the teacher does not	The teacher has a positive attitude toward students' challenges and helps students understand that	

		challenges.	*For example: The teacher explicitly scolds students for making mistakes or becomes impatient with a student for taking time to understand a new concept.*	penalize a student for making mistakes or struggling with a new concept, the teacher does not make it clear that failure and frustration are normal parts of the learning process either. *For example: When a student is struggling to solve a math problem on the board, the teacher simply gives the student the answer in a neutral manner (i.e., not in an angry or impatient manner).*	failure and frustration are normal parts of the learning process. *For example: When a student is struggling with a problem set, the teacher says, "Remember, it's okay to feel frustrated when we're trying to do something new! Let's think about how we can go about this." The teacher also encourages students to think through different resources they could turn to for help (e.g., asking a friend for advice, looking for answers in the textbook,* ***or using concrete materials or pictures when solving mathematical problems).***	means for construction and composition." The changes made to these behaviors also directly align with feedback provided from the World Bank's Roundtable Discussion on Measuring Inclusive Teaching practices and one-on-one discussions with inclusion experts.
		8.3 The teacher encourages goal setting.				
	Social and Collaborative Skills	9.1 The teacher promotes students' collaboration through peer interaction.	The teacher does not promote collaboration among students. *For example: The teacher does not provide any opportunities to work in groups or pairs.*	The teacher promotes superficial student collaboration through sharing opinions, materials, or ideas. *For example: The teacher asks students to read their neighbor's work or share crayons with each other.*	The teacher promotes substantial student collaboration by asking them to work together to produce a product, solve a problem, complete a worksheet, or present a new idea. *For example: The teacher asks students to form pairs or groups to complete a task that requires collaboration, such as creating a diagram of the water cycle or coming up with skits to illustrate a set of vocabulary words.* ***Alternatively, the teacher asks students to read their neighbor's work and then provide feedback on how their neighbor can improve their work.***	Changes to *Teach* Primary behaviors 9.1 and 9.3 reinforce the potential of peer interactions for not only developing students' socioemotional skills, but for learning as well. Here we also modify the high behavior examples to specify how both peer collaboration and support are important for realizing these outcomes. As demonstrated in Part II of this report, this modification is not only supported by the UDL framework. It is also supported by a wealth of evidence attesting to the positive outcomes that come about when students not only work together but also help each other. This modification further addresses feedback provided from the World Bank's Roundtable Discussion on Measuring Inclusive Teaching Practices and one-on-

		9.2 The teacher promotes students' interpersonal skills.	The teacher does not promote students' interpersonal skills.	The teacher promotes students' interpersonal skills in a brief or superficial manner. *For example: The teacher tells students to "Help each other" during a group exercise, asks a child to "Say you're sorry" to a classmate, or encourages children to take turns during an activity. The teacher does not, however, explain why these behaviors are important.*	The teacher promotes students' interpersonal skills by encouraging perspective taking, empathizing, emotion regulation, or social problem solving. *For example: The teacher asks a student, "How do you think that made [a classmate or a character in a book] feel?" **After reading a story about a character who is blind, the teacher asks students to imagine what it would be like if they could not see.***	one discussions with inclusion experts. Changes to *Teach* Primary behavior 9.2 emphasize the potential of teachers to enhance the interpersonal relationships that develop between students with disabilities and other learners in the classroom. This change reflects the principle "Fostering opportunities for promoting socioemotional development and learning."
		9.3 Students collaborate with one another through peer interaction.	Students do not collaborate, OR when students interact with one another, they display negative behaviors. *For example: When asked to pick partners for an activity, students purposefully exclude one or more of their peers.*	Students collaborate superficially. There may also be minimal instances where students display negative behaviors (e.g., teasing, pushing, bullying), but these behaviors are isolated and minor or playful (i.e., no student is upset) and are not a core characteristic of the classroom. *For example: Students share materials among themselves in a group, but they complete the activity independently and do not collaborate with one another on problem sets.*	Students collaborate one another by working together to produce a product, solve a problem, complete a worksheet, or present a new idea. There are no displays of negative behavior. *For example: Students work in groups to complete a task that requires collaboration, such as creating a diagram of the water cycle or coming up with skits to illustrate a set of vocabulary words. **Alternatively, students help each other solve a math problem.***	