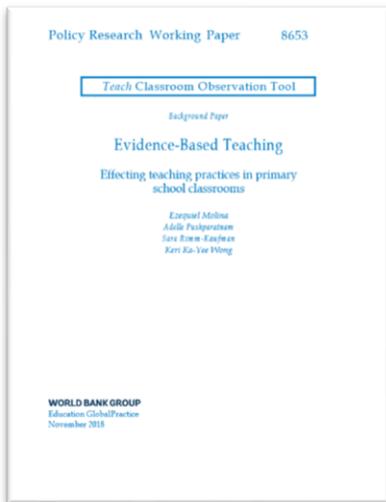


Teach Primary RESEARCH



Evidence-Based Teaching: Effective teaching practices in primary school classrooms

Abstract: Even after spending five to six years sitting in a classroom almost every day for anywhere between four to seven hours, a significant share of students in low- and middle-income countries are still not able to read, write, or do basic arithmetic. What explains this “learning crisis?” A growing body of evidence suggests that poor teaching practices and little to no learning inside the classroom are the main culprits. As such, the learning crisis reflects a teaching crisis. So what can teachers do inside the classroom to tackle these joint crises? This paper systematizes the evidence regarding effective teaching practices in primary school classrooms, with special focus on evidence from low- and middle-income countries. By doing so, the paper provides the theoretical and empirical foundations for the content of the *Teach* classroom observation tool. Implications for teacher education and evaluation are also discussed.



Measuring the Quality of Teaching Practices in Primary Schools: Assessing the Validity of the Teach Observation Tool in Punjab, Pakistan

Abstract: Monitoring the quality of teaching practices of primary school teachers in low-and-middle-income countries is often hampered by the lack of freely available classroom observation tools that are feasible to administer, validated in their own setting, and can be used as part of national monitoring systems. To address this discrepancy, *Teach*, an open-access classroom observation tool, was developed to measure the quality of teaching practices of primary school teachers in low-and-middle-income countries. This paper uses data from Punjab, Pakistan to evaluate the validity of *Teach*. Results show that *Teach* scores were internally consistent, presented good inter-rater reliability, and provided sufficient information to differentiate low from high-quality teaching practices. Further, higher *Teach* scores were associated with

higher student outcomes. The working paper version of this study can be consulted [here](#).

A generalizability study of *Teach*, a classroom observation tool

Abstract: The use of classroom observation tools has grown in developing countries due to the consistent positive relationship between teaching quality and students' learning outcomes. In this study we present results using the Generalizability Theory model for *Teach*, a classroom observation tool that has been used worldwide to measure the quality of interactions between teachers and students in the classroom. Data from four countries across different world regions was used to analyze to what extent *Teach* scores are impacted by raters, teachers, and items. Results across countries consistently showed a pattern in which most of the score variance is explained by the items and teachers, and to a lower extent by raters. Results obtained are similar to those reported for other classroom observation tools. Directions and lines of future psychometric research for *Teach* and other classroom observation tools are discussed.



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Teaching for All? Measuring the quality of inclusive practices across eight countries

Ezequiel Molina^a, Emma Carter^a, Diego Luna Bazaldua^a, Adelle Puspapatnam^a and Nishi Singh^a

^aEducation Global Practice, The World Bank, Washington, DC, USA; ^bFaculty of Education, University of Cambridge, Cambridge, UK

ABSTRACT While consensus exists on the importance of inclusive education, there is limited evidence on the use and quality of inclusive teaching practices and the extent to which these are related to effective teaching more generally. This article uses the Universal Design for Learning Framework and Teach observation tool to examine use of inclusive teaching practices across eight countries and their relationship to other teaching quality behaviours. Through analysis of data from 5348 classroom observations, findings revealed that while teachers spent over 87% of class-time on task, most did not implement high-quality inclusive practices. Teachers also demonstrate similar strengths and weaknesses in inclusive teaching across countries. Additionally, teachers who demonstrate quality inclusive teaching practices are more likely to demonstrate better teaching in other areas. Finally, this study provides evidence that while inclusive teaching is related to effective teaching more generally, distinctions exist between these constructs which warrant separate consideration amongst educators.

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inclusive education; teaching practice; teacher performance; teacher training; education policy; and primary public service delivery

Introduction

The global education community is aspiring towards inclusive access and quality learning opportunities for all children, as encapsulated in the Sustainable Development Goal 4. This goal, rooted in the United Nations Convention on the Rights of the Child (1989), recognises the legal right of all children to receive an education. It is supported through evidence highlighting that inclusive schools are beneficial for all (UNICEF 2011).

A common bottleneck for the implementation of inclusive education is the lack of support for teachers to implement high-quality inclusive teaching practices in the classroom (Tangja-Johansson et al. 2023), which have been recognised as a crucial aspect of education quality.

Researchers have conceptualised the quality of schooling students receive along two primary dimensions: process and structural (Kryer et al. 1999; Pianta 2005). Process variables refer to the quality of interactions between teachers and students and between

CONTACT Ezequiel Molina ✉ ehmolina@worldbank.org Education Global Practice, The World Bank, 1818 H St NW, Washington, DC 20418, USA
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**The Teach Primary Classroom Observation Tool:
Strengthening Its Focus on Inclusion**

Authors: Michelle Galzi, Emma Carter, Emma Galzi, Tara Mepani, Sadiaul-Mahin, and Adelle Pulparanom

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

Abstract. 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).



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Review article

Evidence-based teaching: effective teaching practices in primary school classrooms

Emma Carter,¹ Emma Galzi,² Sadiaul-Mahin,³ Sara Benn-Kaufman,⁴ Maria Tazari,⁵ Kari Ka-Yee Wong⁶

¹ Faculty of Education, University of Melbourne, Australia
² The World Bank Group, Washington, DC, USA
³ University of Virginia, Charlottesville, VA, USA
⁴ School of Education, University of Bristol, Bristol, UK
⁵ Department of Psychology & Human Development, UCL, London, UK
⁶ Correspondence: emc2@ucl.ac.uk

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Abstract

Understanding and measuring effective teaching practices in low- and middle-income countries is a complex process that requires a contextualised knowledge of teaching quality, as well as adaptable instruments that can reliably capture teachers' varied classroom behaviours. One approach developed with these purposes in mind is Teach Primary, a classroom observation framework designed and revised in 2021 by the World Bank. This framework captures the time teachers spend on learning and the quality of teaching practices which help to enhance pupils' cognitive and socio-emotional skills, as well as aspects of the physical environment which may influence teaching quality. Using the Teach Primary framework, this article examines evidence regarding effective instructional practices in primary school classrooms, with highlighted examples from low- and middle-income countries. It also sheds light on the criticality of instrument contextualisation, given variations in how practices can be valued and implemented in different settings and how structural quality factors can influence teachers' use of strategies. Challenges and limitations relating to the use of the Teach Primary framework are discussed, along with implications for teacher education and evaluation.

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THE LIMITATIONS OF ACTIVITY-BASED INSTRUCTION TO IMPROVE THE PRODUCTIVITY OF SCHOOLING*

Andrés de Barros, Johanna Fajardo-González, Paul Glewwe and Ashvini Sankar

There is substantial emphasis on improving classroom practices, primarily through activity-based instruction, to increase the productivity of schooling. We study a large programme that seeks to promote mathematics learning in government primary schools in India. Through a cluster-randomised trial we find that the programme increased activity-based instruction, but yielded only muted impacts on learning. We provide a potential explanation: school value-added models suggest a negative relationship between activity-based instruction and test score gains. Our findings are robust to adding a community-engagement component to the intervention. These results highlight the limitations of activity-based instruction programmes for increasing school productivity.

In recent decades, many developing countries have substantially increased their spending on education, which was followed by increased enrolments in primary education. Despite – or perhaps because of – these developments, student learning levels remain very low, and researchers have shifted their attention to the low academic performance of primary school students.

India exemplifies this phenomenon of increased education spending, high student enrolment rates and low levels of productivity in government primary schools. Government spending on education in India more than doubled between 2006 and 2013 (in constant purchasing power parity dollars; see UNESCO Institute for Statistics, 2018). Although this increased spending, India's primary school enrolment rates have consistently been over 95% for both boys and girls over the past decade (ASER, 2018). Yet, only about half of Indian children enrolled in Grade 5

*Corresponding author: Paul Glewwe, Department of Applied Economics, University of Minnesota, 1084 Radwin Avenue, 55455-0525, USA. Email: glewwe@tc.umn.edu

This paper was received on 14 February 2017 and accepted on 10 November 2017. The Editor was Marco Manasse. The data and code for this paper are available on the Internet repository. They were checked for their ability to reproduce the results presented in the paper. The authors were granted an exemption to publish parts of their data that are sensitive to their data as national statistics. We would like to thank the journal and anonymous referees for their helpful comments. The authors are grateful to Ashvini Sankar for his helpful comments on an earlier draft of the paper. The authors are grateful to the following donors: <http://dx.doi.org/10.1016/j.econj.2018.08.001>.

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