

# Differences Between Teach Primary & Teach ECE

The *Teach ECE* tool was designed to observe early childhood education (ECE) classrooms for children 3-6 years of age. *Teach ECE* has two components, one to measure the share of time the ECE teacher provides children with learning activities, called Time-on-Task, and another component that measures the quality of ECE teaching practices, called the Quality of Teaching Practices. The Quality of Teaching Practices component is organized into 3 Areas: Classroom Culture, Guided Learning, and Socioemotional Skills. These Areas have 9 corresponding Elements that refer to 28 behaviors. Behaviors are scored as Low, Medium, or High, based on the evidence collected during the observation. Behavior scores are translated into a 5-point score that quantifies quality of ECE teaching practices for the Element.

## Overview of Changes

As *Teach ECE* was first adapted from *Teach Primary*, there exist core similarities between the two, such as a shared framework and the coding protocol. However, there are a number of differences between the two at every level of the tool which respond primarily to the different age ranges and educational environments being observed. This document highlights the differences between *Teach Primary* and *Teach ECE* at tool-, area-, element-, and behavior-level. The main changes made to *Teach Primary* and reflected in *Teach ECE* are:<sup>1</sup>

1

### **Developmental level**

Modified descriptions and examples to be appropriate for children 3–6 years of age and to reflect quality across a range of cultural contexts and differing ECE teaching practices, from teacher-centered to child-centered learning activities

2

### **Guided Learning criteria**

Changed Area of “Instruction” to “Guided Learning”, reflecting the greater amount of teacher-child interaction and mediation or scaffolding that occurs in ECE

3

### **Focus on Language Facilitation**

Introduced throughout the tool reflecting the strategies ECE teachers use to facilitate young children’s language development, such as expanding upon their responses, engaging in back-and-forth exchanges, asking open-ended questions, and modeling

4

### **Checklist component**

Added to the *Teach ECE* tool that captures aspects of structural quality in ECE classrooms

## Tool-Level Differences

*Teach ECE* was designed to observe ECE classrooms, and required changes in the tool descriptions and examples throughout the entire tool to make them more suitable for ECE settings. For example, where the *Teach Primary* manual refers to “students”, the *Teach ECE* manual refers to “children”. Another example is the replacement of the term “lesson” (used in *Teach Primary*), with “learning activity” in *Teach ECE*, to reflect the oftentimes more interdisciplinary and activity-based nature of ECE pedagogy.

The varied contexts in which *Teach ECE* might be applied was accounted for as well in the adaptation process of *Teach ECE*. As observers may observe direct instruction or teacher-centered as well as play-based or child-centered ECE classrooms,<sup>2</sup> an effort was made to include examples that reflect a range of instructional contexts in order to ensure relevancy and applicability.<sup>3</sup> *Teach ECE* has been developed in a way that allows observers to capture the quality of ECE teaching practices regardless of the classroom environment. However, using an approach in which children are actively engaged in meaningful and socially-interactive activities would make it more likely that an ECE teacher would receive higher scores across the different elements in *Teach ECE*.<sup>4</sup>

Additionally, one of the behaviors identified during the desk review present in other ECE observation tools that is not explicitly captured in *Teach Primary* is Language Facilitation, which refer to strategies teachers use more frequently to facilitate young children’s language development, such as expanding upon their responses, engaging in back-and-forth exchanges, asking open-ended questions, modeling, etc. Recognizing the importance of this practice for young children in

particular, indicators that measure Language Facilitation were integrated throughout *Teach ECE* (see Annex 1A for how *Teach ECE* measures Language Facilitation through behaviors).

## Element-Level Differences

Similar to the Areas, while 8 of the Elements are the same as *Teach Primary*, *Teach ECE* has Facilitation of Learning as opposed to Lesson Facilitation as an Element. While there are some differences in the behaviors of this Element, the overall description of the Element is fairly similar, seeking to capture the way the ECE teacher facilitates and scaffolds learning in the classroom. The slight differences stem from the acknowledgement that learning activities may be less structured and more focused on promoting children’s learning, hence the focus on the facilitation of learning.

## Area-Level Differences

While two of the Areas are the same as *Teach Primary* — Classroom Culture and Socioemotional Skills — *Teach ECE* replaced the Area of Instruction from *Teach Primary* with a revised Area entitled Guided Learning. The focus of this Area is slightly different from *Teach Primary*, as the way ECE teachers scaffold or mediate children’s learning is visibly different at this stage of development.

- 1 For more detail on behavior-specific differences between *Teach Primary* and *Teach ECE*, see Annex 1B.
- 2 A teacher-centered activity is one in which the ECE teacher leads the activity and the children participate. It may also be referred to as direct instruction. A child-centered activity is one in which the children are protagonists, actively leading the activity and playing important roles in what occurs during the activity and how it takes place.
- 3 For example, high-quality direct instruction may involve an ECE teacher who, after reading a story to children, provides a metacognitive explanation that s/he is going to model how to learn vocabulary words to help them understand the story better, because learning vocabulary will help them become better readers. S/he then defines the words for the children and engages them in activities that have them applying the vocabulary words to new contexts. A high-quality and more child-centered, play-based approach may involve an ECE teacher asking children several open-ended questions as they build a structure with blocks, engaging in back-and-forth exchanges.
- 4 The development team considered including routines such as meals and naptime, but finally excluded them after receiving feedback received concerning the complexities of observing routines across the varied contexts in ECE.



# Differences Between *Teach Primary* & *Teach ECE*

## Annex

### Behavior-Level Differences between *Teach Primary* and *Teach ECE*

The following Table outlines behavior-specific changes between *Teach Primary* and *Teach ECE*.

Behavior in <i>Teach Primary</i>	Behavior in <i>Teach ECE</i>	Modifications to Behavior in <i>Teach ECE</i>
0.1 Teacher provides learning activity most students.	0.1 Teacher provides learning activity to most <b>children</b> .	<b>For <i>Teach ECE</i> the definition of learning activities may include routine tasks such as self-care.</b> For younger children, these self-care routines can be considered learning activities in and of themselves, as children are learning how to wash their hands, etc., whereas this is not the case for administrative tasks, which are not learning activities in and of themselves, unless learning activities are explicitly embedded in them by the ECE teacher. Note that meals and nap time are not considered self-care activities and are not considered learning activities by default, unless there is an explicit learning activity embedded in them. In addition, in <i>Teach ECE</i> , there is additional guidance on how to code when there is more than one adult in the classroom, which occurs more frequently in ECE classrooms. In whole class instruction, all adults are observed. In small groups, the observer should focus on the lead teacher only.
0.2 Students are on task. The number of students off task or not participating in the learning activity is counted, with 6 children or more considered a Low.	0.2 Children are on task. For a Low, fewer than half of <b>children</b> are on task.	<b><i>Teach ECE</i> measures the proportion of children off task, allowing for more children to be off task than in <i>Teach Primary</i>.</b> This change was made because younger children tend to have shorter attention spans and move around more during learning activities, therefore it may be harder to assess whether they are on task/engaged or not. The application to <i>Teach ECE</i> is slightly different in order to capture age-appropriate examples, such as respecting children by physically getting down to their level or asking or informing them before physically moving or picking them. Note that the failure of an ECE teacher to ask or inform children before physically moving or directing them would not necessarily be evidence of disrespect (a Low Range) unless the ECE teacher is moving them roughly or using physical force as a punishment. However, as with <i>Teach Primary</i> , the Supportive Learning Environment items can be adapted, in consultation with the client country, to reflect the specific cultural context more accurately.
1.1 The teacher treats all students respectfully.	1.1 The teacher treats all <b>children</b> respectfully.	<b>The application to <i>Teach ECE</i> is slightly different in order to capture age-appropriate examples</b> , such as respecting children by physically getting down to their level or asking or informing them before physically moving or picking them. Note that the failure of an ECE teacher to ask or inform children before physically moving or directing them would not necessarily be evidence of disrespect (a Low Range) unless the ECE teacher is moving them roughly or using physical force as a punishment. However, as with <i>Teach Primary</i> , the Supportive Learning Environment items can be adapted, in consultation with the client country, to reflect the specific cultural context more accurately.
1.3 The teacher responds to students' needs.	1.3 The teacher responds to <b>children's</b> needs.	<b>For younger children the behavior may also be observed as an ECE teacher's recognizing and helping to verbalize children's feelings.</b> As such, in <i>Teach ECE</i> the ECE teacher may receive a High rating for acknowledging the child's feelings and helping him/her find a solution. Similarly, if a child is upset and the ECE teacher simply solves the problem without addressing the child's feelings and emotional needs, the teacher may only obtain a score of Medium.
2.1 The teacher sets clear behavioral expectations for classroom activities. The focus in <i>Teach Primary</i> is on the content and that the students seem to be following along.	2.1 The teacher sets clear behavioral expectations for classroom activities <b>and/or routines</b> .	<b>In <i>Teach ECE</i> the ECE teacher sets behavioral expectations for activities and/or routines</b> , as routines are often an important part of the schedule in ECE. At a High level of setting clear behavioral expectations, the ECE teacher presents them in a sequence for classroom activities and/or routines. This is different from <i>Teach Primary</i> and represents pedagogy that promotes self-regulation in children's behavior, as they learn to follow more than one instruction for activities. In ECE, what is important is the process and ECE teacher language and explanation of important concepts, and less of a focus on content per se.
3.1 The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives.	3.1 The teacher explicitly <b>states what activity children will do and the objective of the activity</b> .	<b>In <i>Teach ECE</i> the ECE teacher should explicitly state what learning activity children will do and the objective of the learning activity.</b>

# Differences Between *Teach Primary* & *Teach ECE*

Annex continued

Behavior in <i>Teach Primary</i>	Behavior in <i>Teach ECE</i>	Modifications to Behavior in <i>Teach ECE</i>
3.4 The teacher models by enacting or thinking aloud.	3.4 The teacher models by enacting, <b>assisting</b> , or thinking aloud.	While all instances of modeling in <i>Teach Primary</i> would likely be considered modeling in <i>Teach ECE</i> , <b>the definition of modeling for young children is explicitly expanded to include assisting</b> , which means physically helping or adjusting children. In <i>Teach ECE</i> the ECE teacher's modeling must include thinking aloud, or narration (which is a form of verbal scaffolding), to achieve a behavioral range score of High. Narration by a teacher involves describing a thinking process aloud explicitly or metacognitively or literally describing what is going on physically during a learning activity, like a sportscaster during a sports event. Assisting may happen with or without narration and would be scored as a High or Medium, respectively. Increasing the focus on narration is an additional step the Teach ECE development team took to ensure the incorporation of Language Facilitation into the existing framework of the tool.
4.1 The teacher uses questions, prompts, or other strategies to determine students' level of understanding.	4.1 The teacher uses questions, prompts, or other strategies to determine <b>children's</b> level of understanding.	<b>In this <i>Teach ECE</i> behavior</b> , if the children are learning about art or music and all children are given an art activity or asked to sing/perform an action song, this would be scored a High. This is considered a developmentally appropriate way to determine children's level of understanding.
4.2 The teacher monitors most students during independent/group work.	4.2 The teacher monitors most <b>children</b> during independent/ <b>small</b> group work.	<b>Teach ECE considers play time an opportunity for the ECE teacher to be monitoring independent or small group work</b> , a distinction that is not made in <i>Teach Primary</i> for the behavior. In addition, an ECE teacher can be visually monitoring children and does not have to be physically walking around, like, for example, when the children are sitting in a circle with the ECE teacher and the ECE teacher visually monitors what each child is doing without physically moving.
4.3 The teacher adjusts teaching to the level of students.	4.3 The teacher adjusts teaching to the level of the <b>children</b> .	<b>Teach ECE has integrated Language Facilitation into this behavior</b> , therefore the ECE teacher may also adjust by expanding children's language. While there is some overlap with <i>Teach Primary</i> , where the teacher may adjust by providing an additional definition, explanation, or example, in <i>Teach ECE</i> the focus may be on expanding the child's vocabulary or background knowledge, rather than focusing on addressing an error or a misconception.
Thinking Task Table: Language and Math Classes	Thinking Task Table: <b>Art/Craft, Learning Letters of the Alphabet, Science Experiment, Fine Motor, Shapes and Sizes, and Colors</b>	The examples of tasks for the Thinking Task Table were changed for <i>Teach ECE</i> to reflect learning activities that are more common and developmentally appropriate in ECE classrooms.
7.1 The teacher provides students with choices.	7.1 The teacher provides <b>children</b> with choices.	<b>While both <i>Teach Primary</i> and <i>Teach ECE</i> look for choices present in a classroom, the behavior range descriptions are quite different.</b> <i>Teach Primary</i> qualifies behavioral ranges as High or Medium if the choice is connected to the learning activity or not, respectively. <i>Teach ECE</i> outlines the behavior quality ranges based on the number of options the children are given. For example, if children are allowed to choose from two options, the behavioral range score would be a Medium, whereas if they are allowed to choose from three or more options or make an open-ended choice, the score would be a High – regardless of whether the choice is connected to the learning activity or not. This is important because at younger ages even seemingly trivial choices are important to foster children's self-regulation, and also because the tool is trying to allow for a range of early learning environments.
8.3 The teacher encourages goal setting.	8.3 The teacher encourages <b>planning in the classroom</b> .	In <i>Teach ECE</i> , this behavior, "The teacher encourages planning in the classroom," focuses on planning. <b>Short- and long-term planning is more developmentally appropriate than goal-setting for young children</b> , as they plan what they are going to do during a learning activity at the Medium level and during the day or year or when they grow up at the High level. An ECE teacher can encourage planning in the classroom by asking children what they intend to do during play time, for example. Because the focus is short-term, it would be scored a Medium.
9.1 The teacher promotes students' collaboration through peer interaction.	9.1 The teacher promotes <b>children's</b> collaboration through peer interaction.	<b>Due to the younger age of children, this behavior may often look different in ECE contexts.</b> For example, simply playing together – building a house together out of blocks, engaging in imaginary play together, etc. – are all examples of collaboration at the High level in <i>Teach ECE</i> . At the Medium level children may engage in superficial collaboration, in which they are sharing materials but not playing together or they may also sing together as a whole class or in groups.