

SUMMARY

# TEACHER'S GUIDE DIAGNOSTIC TOOL MANUAL

*Manual and guidance to assess the quality of  
Teacher's Guides in primary grades 1-4*

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Coach is the World Bank's program focused on accelerating student learning by improving in-service teacher professional development around the world.

The Coach logo, consisting of the word "Coach" in a bold, dark blue sans-serif font, with a horizontal line underneath that is colored with a rainbow gradient.

# OVERVIEW

**The Teacher's Guide Diagnostic Tool is an instrument to assess the quality of teacher's guides<sup>1</sup> in any subject in primary grades 1-4.**

The Tool assesses teacher's guides based on two sets of criteria: **Guide Criteria** which looks at overall organization, structure, and level of scripting of the entire teacher's guide; and **Lesson Criteria** which looks at composition of the individual lessons themselves in terms of layout, structure, and general pedagogical practices.

The Tool assigns a numerical score for the evaluated teacher's guide and will produce a set of recommendations that suggest specific and prioritized components for inclusion into future teacher's guide revisions.

## **Note:**

1. A teacher's guide refers to a set of lesson plans for teachers. They can range from full-scripted (i.e., the teacher is meant to read directly from the guide to students) to highly-structured (i.e., the guide includes general guidance of activities within a lesson but does not script out instruction word-for-word).

## WHY USE A TEACHER'S GUIDE?

**Teacher's guides that have tightly structured and effective pedagogy greatly help children learn** (World Bank 2019). Studies have shown that the use of scripted and highly-structured lessons can:

- Increase student time on task (Rieth and Evertson 1988);
- Increases the rate of correct student responses within class time (Gunter, Venn, and Hummel 2004); and
- Improve student learning outcomes (Brunette and others 2017; Gove, Pool, and Piper 2017; Piper and others 2018).

**In some cases, teacher's guides take the form of a literal script, while in others, the guide outlines a narrowly prescribed path for instruction, but does not fully script actions.** Research has found that structured teachers' guides improve learning outcomes, but that overly-scripted guides are somewhat less effective than structured guides that give specific and descriptive guidance but are not written word for word for each lesson in the guide.

**Teacher's Guides are not a permanent solution.** They should be used only to provide additional support to teachers in contexts in which pre- and in-service teacher training does not yet provide teachers with sufficient expertise to implement high-quality instruction. The long-term ambition of education systems should be gradually to reduce the use of Teachers' Guides as teachers' expertise grows.

## WHAT CAN THIS TOOL HELP INFORM?

The Teacher's Guide Diagnostic Tool can be used to guide revisions in a pre-existing set of teacher's guides or to accompany the development of a new set of guides.

### *In systems where no Teacher's Guides exist:*

Teacher's Guide Diagnostic Tool can be used to provide a framework and guiding principles for consideration as TG's are developed.

### *In systems where Teacher's Guides have already been developed:*

The Tool provides a purposefully evaluative set of criteria that assesses the quality of a teacher's guide and provides strategic recommendations on how it can be improved.

**The Tool has been designed for use by technical as well as non-technical users.** Potential users can include Ministries of Education, technical firms supporting implementation efforts in a particular country publishers, NGOs, and international organizations, among others.

## WHAT DOES THE TEACHER'S GUIDE DIAGNOSTIC TOOL MEASURE?

The Diagnostic Tool measures ease of use (i.e., how the guide supports teachers to deliver content) and quality of the pedagogical practices prescribed within each lesson. To do so, the Diagnostic Tool evaluates the overall teacher's guide and looks at specific, individual lesson plans.


- **Guide Criteria** looks at overall organization and structure of the entire teacher's guide.
- **Lesson Criteria** looks at composition of the individual lessons themselves. Lesson Criteria are comprised of three components;
  1. **Layout** (e.g., does the teacher's guide have a picture of the corresponding page in the student textbook);
  2. **Structure** (e.g., is there an appropriate number of distinct activities in a lesson); and
  3. **General pedagogical practices** (e.g., do all lessons start with a clear objective).

*The Diagnostic Tool also divides criteria into Essential and Bonus.*

- **Essential Criteria** are those that are required for a minimally effective teacher's guide.
- **Bonus Criteria** refer to the additional criteria that make a quality teacher's guide.




# HOW DO YOU SCORE USING THE TOOL?

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Each set of criteria has a checklist for scoring. The various criteria checklists make up the Tool. **There are a total of 3 checklists:**

1. Overall Guide Criteria
2. Essential Lesson Criteria
3. Bonus Lesson Criteria

## Ex. Overall Guide Criteria Checklist

ESSENTIAL CRITERIA		
<i>Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.</i>		
GUIDE CRITERIA 		
1.1	<b>The Teacher's Guide is consistently structured throughout.</b> (x2) For example, there is a consistent routine for lessons, such as starting each day with an objective, I Do-You Do-We Do, and Writing homework. Note that consistency in structure also may appear across lessons, such as whether all lessons on Monday, Wednesday, and Friday are structured in the same way. Activities do not need to appear in the same order.	<input type="checkbox"/>
1.2	<b>Looking at the table of contents, lessons are organized by units and/or themes.</b> (x2) Lessons are organized by units and/or themes: The Teacher's Guide covers the whole curriculum but is divided in units spread across lessons. The focus of lessons tends to revolve around a main idea/unit.	<input type="checkbox"/>
1.3	<b>Each lesson covers one class period.</b> (x2) The Teacher's Guide is structured so that the lessons taught each day are distinct from one another. Each lesson covers one class period only.	<input type="checkbox"/>
1.4	<b>Looking at the first lesson, the last lesson, and a lesson in the middle of the year, scripting gradually tapers off during the year.</b> For example, the activities at the beginning of the year may more fully script out what teachers should say to introduce an activity. In contrast, toward the end, the guide is less scripted and tells the teacher what s/he should do rather than what s/he should say or allows teacher autonomy in other ways.	<input type="checkbox"/>
1.5	<b>Binding is easy to use and sturdy.</b> Thread-sewn with glued binding is recommended for utility and sturdiness.	<input type="checkbox"/>

 [Click here to access the \*\*Teacher's Guide Diagnostic Tool Scoresheet.\*\*](#)

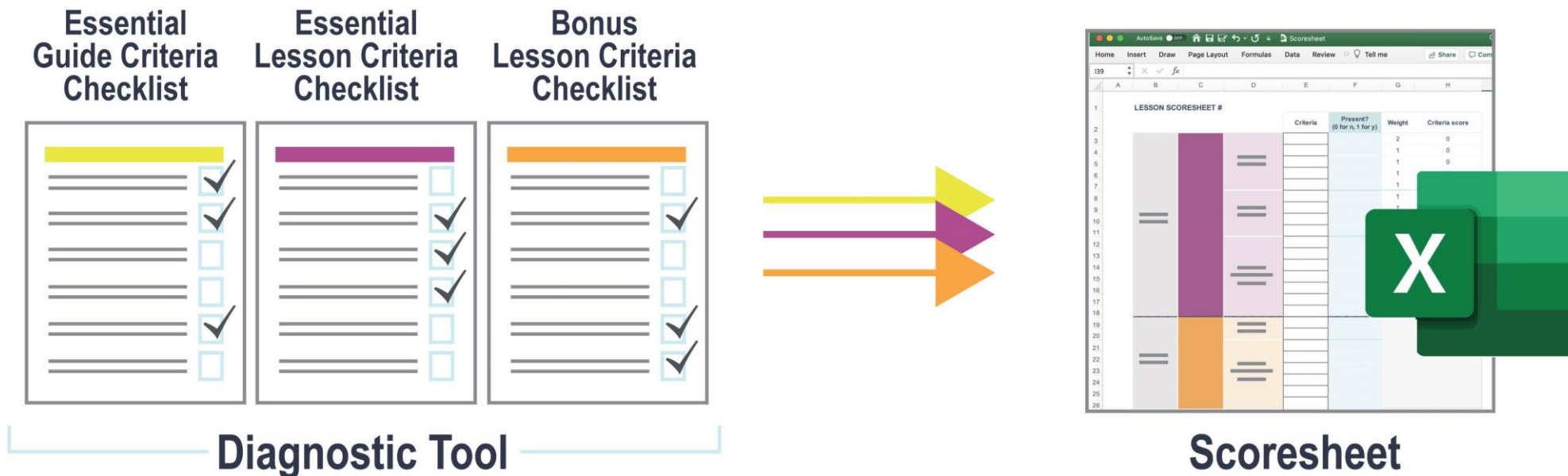


# HOW DO YOU SCORE USING THE TOOL?

(contd.)

A full set of scores includes one completed Overall Guide Criteria Checklist, six completed Essential Lesson Criteria Checklists, and six completed Bonus Lesson Criteria Checklists (one for each individual lesson sampled).

All scores must be inputted into the Scoresheet. The Scoresheet is programmed to apply weights to the checklist results (your raw score) and will convert these into a standard score.





## HOW SHOULD THE SCORES BE INTERPRETED?

Designed in a checklist form, the Diagnostic Tool aims to make it easy to identify the presence or absence of essential and good-to-have components within teacher’s guides. In making revisions, it is recommended to prioritize essential components over good-to-have components.

In addition, the Scoresheet has been programmed to generate a standard score as well as a color indicator (Red, Yellow, Green). This score and color indicator is *purposefully evaluative* and draws from implementation and research evidence to make recommendations for improvement.

		Red	Yellow	Green
Essential	Guide Criteria	Essential components are not present. For the next round of lesson guide revisions, focus on completing the Essential components.	Essential components are not fully present. For the next round of lesson guide revisions, focus on completing the Essential components and considering feasible Bonus components.	On track with all Essential components. Refer to Bonus score matrix and consider the additional criteria to support teachers to effectively teach.
	Lesson Layout			
	Lesson Structure			
	Lesson General Pedagogical Practices			

## ADDITIONAL EXAMPLES AND SUPPORTING LITERATURE

This Tool has **three annexes**:

ANNEX 1	ANNEX 2	ANNEX 3
<b>CRITERIA EXAMPLES</b>	<b>SCORING EXAMPLES</b>	<b>SUPPORTING LITERATURE</b>
Provides examples taken from existing public-domain teacher's guides that demonstrate how criteria under the Tool can be satisfied	Provides an example Tool and Screenshot that has been filled out for a lesson	Provides the supporting literature and research evidence on the effectiveness of each criterion within the Diagnostic Tool

# ANNEX 1: CRITERIA EXAMPLES

Annex 1 of the Tool provides examples taken from existing teacher’s guides that exemplify presence each criterion in the Diagnostic Tool. In addition, it includes frequently seen practices that do not satisfy criteria within the Tool.

1.2 Looking at the table of contents, lessons are organized by units and/or themes. (x2)

Lessons are organized by units and/or themes: The Teacher’s Guide covers the whole curriculum but is divided into units spread across lessons. The focus of each lesson tends to revolve around a main idea/unit.

## ESSENTIAL CRITERIA

### Example 1: Satisfies criteria ✓

The example shows the different units that make up a year, with a selection of relevant lessons (number concept, whole numbers, addition, and subtraction) organized under one sub-unit (numbers).

<b>Table of Contents</b>	Answers To Work To Do Term 1.....70
Important Notes .....ii	Answers To I Can Do Term 1 .....73
Organization Of The Guide.....iv	<b>Term 2 ..... 74</b>
Professional Documents And Their Use .....vii	<b>Numbers.....75</b>
Introduction.....viii	Number Concept.....75
<b>Term 1 ..... ix</b>	Whole Numbers .....84
<b>Numbers..... 1</b>	Addition .....93
Number Concept.....1	Subtraction .....107
Whole Numbers .....8	<b>Measurement .....117</b>
Addition .....17	Length.....117
Subtraction .....31	Mass .....121
<b>Measurement .....42</b>	Capacity .....126
Length.....42	Time .....131
Mass .....47	Money .....135
Capacity .....51	<b>Geometry .....139</b>
Time .....56	Lines.....139
Money .....60	Shapes .....144
<b>Geometry .....64</b>	Answers To Work To Do Term 2.....147
Lines.....64	Answers To I Can Do Term 2.....150
Shapes .....67	

Source: Ministry of Education, Kenya. 2018. Mathematics Teacher’s Guide Grade 1.

### Example 2: Does NOT satisfy criteria


The table of contents shows no indication of how/whether lessons are organized by theme. The table shows only a weekly breakdown.

<b>Table of Contents</b>
<b>Acknowledgements.....ii</b>
<b>Foreword.....iii</b>
<b>Introduction.....iv</b>
Term 1.....1
Week 2.....2
Week 3.....12
Week 4.....23
Week 5.....34
Week 6.....43

Source: Adapted from an existing Teacher’s Guide.

# ANNEX 2: SCORESHEET EXAMPLE


Annex 2 of the Tool provides an example of how an individual lesson should be scored. It includes the lesson, a completed checklist, and a filled Scoresheet.

ESSENTIAL CRITERIA		
<i>Essential Criteria are the characteristics required for a minimally effective Teacher's Guide.</i>		
LESSON CRITERIA: LESSON LAYOUT 		
2.1	Lessons start at the top of a new page. (x2)	
2.2	<b>The font is legible at arm's distance (typically no less than a 12-point font).</b> Legibility also is dependent on which typeface is used. A 12-point font typically is the minimum to be legible in commonly used typefaces including Arial and Times New Roman.	✓
2.3	<b>Spacing between lines is no less than the size of the font.</b> For clarity and ease of reading, spacing between lines is recommended to be at least the same as the font size.	✓
2.4	<b>New activities are labelled clearly when introduced.</b> New activities are distinguished from one another by icons, bolding, italics, or underline.	✓
2.5	<b>The lesson is clear on what the teacher should say aloud and what the teacher should read to her/himself.</b> The lesson differentiates between what the teacher should say aloud to students and what the teacher should read independently to inform her/his actions. For example, sentences that the teacher is expected to read aloud to students are indicated by quotation marks, preceded by the word "Say," and/or other methods of demarcation. If the lesson is entirely instructions for teachers with no embedded speech, or if it is entirely embedded speech with no instructions, mark this criterion as present.	✓
2.6	<b>Required lesson materials/resources are listed.</b> Required lesson materials and resources are indicated in each lesson. Examples include paper, worksheets, scissors, or required manipulatives.	✓
2.7	<b>Each lesson is no longer than 2 pages. (x2)</b> The lesson guide for each lesson/class period is no longer than 2 pages. In cases of multiple lessons per day on a specific subject (for example, literacy), this page length refers to the length of each individual lesson.	✓

Criteria	Present? (0 for n, 1 for y)	Weight	Criteria score
2.1	0	2	0
2.2	1	1	1
2.3	1	1	1
2.4	1	1	0
2.5	1	1	0
2.6	1	1	1
2.7	1	2	2
2.8	1	1	1
2.9	1	2	2
2.10	1	1	1
2.11	1	1	1
2.12	1	1	1
2.13	1	1	1
2.14	1	1	1
2.15	0	2	0

## ANNEX 3: SUPPORTING LITERATURE

Annex 3 of the Tool provides the research and references to support each of the evaluative criteria set forth in the Tool.

LESSON CRITERIA: GENERAL PEDAGOGICAL PRACTICES 	
3.3	<p><b>The lesson includes questions and/or prompts that review prior learned knowledge or skills and/or that refer to students' daily lives.</b></p> <p><u>Brophy 1999; Gunter, Venn, and Hummel 2004; Rosenshine 2010; Rosenshine 2012</u></p>
3.4	<p><b>The lesson presents the same information in different ways.</b></p> <p><u>Piper and others 2018; Good and Grouws 1977; Lemov 2010; Evertson and others 1980</u></p>
3.5	<p><b>The lesson suggests at which points to respond to student choice and preferences.</b></p> <p><u>Evans and Boucher 2015; Reeve 2006; Reeve 2009</u></p>

## ***Additional Reading***

This summary is based on the accompanying [Teacher's Guide Diagnostic Tool Manual](#). The manual contains the Diagnostic Tool to assess the quality of teacher's guides for primary grades 1-4, drawing on implementation experience and a literature review.

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