

IMPLEMENTATION BRIEF

# Teach ECE



## What is Teach ECE?

*Teach ECE* is a free classroom observation tool that provides a window into one of the less explored and more important aspects of a child's education: what goes on in the classroom. The tool is intended to be used in early childhood education (ECE) for children ages 3–6 and was designed to help countries, in particular low- and middle-income countries (LMICs), monitor and improve teaching quality following the *Teach Primary* framework.

## Why is it important to measure teaching practices?

Quality matters, especially in ECE.<sup>1</sup> Process quality — meaning the quality of the teaching practices and interactions that take place in the classroom — is a key determinant of child learning. Yet, most countries do not have data on what goes on in ECE classrooms, especially when it comes to the quality of teacher-child interactions. In addition, in most countries, the ECE workforce tends to be the least trained and least professionalized workforce in the education system. For that to change, a common framework to understand and discuss quality teaching in ECE is needed. By providing a framework to measure ECE interactions in the classroom, *Teach ECE* contributes to the dialogue on the importance of teacher professional development in ECE, and lays the foundation for systems to provide teachers with the support they need to provide quality ECE.

## How can Teach ECE be used?

*Teach ECE* can be used as a tool for **system diagnostic** and for professional development. As a system diagnostic, *Teach ECE* allows governments to monitor the effectiveness of their policies to improve ECE teaching practices. As a professional development tool, *Teach ECE* is used to identify individual ECE teachers' strengths and weaknesses. The World Bank is currently developing *Coach*, which will help school leaders and coaches use the information from *Teach* classroom observations to provide targeted feedback on how teachers can improve their classroom practices. *Teach ECE* will also lay the foundations for the development of *Coach ECE*.

## Teach ECE's value proposition

***Teach ECE* holistically measures what happens in the ECE classroom. It does so by considering not just time spent on learning but, more importantly, the quality of ECE teaching practices.**

- ***Teach ECE* captures practices that nurture children's cognitive and language skills, socioemotional competencies, and executive functioning abilities.**<sup>2</sup> High-quality teacher-child interactions include opportunities that allow young children to learn and explore in meaningful ways. The tool provides developmentally-appropriate descriptions and examples for children 3–6 years of age. It captures quality across a range of educational settings, including teacher-directed, child-centered, and play-based activities.
- ***Teach ECE* was developed with LMICs in mind and can be contextualized for different settings.**<sup>3</sup> *Teach ECE* includes a checklist that captures aspects of structural quality, which can also contribute to improved process quality or teaching practices. Local video footage is used to train observers on the tool and additional elements can be added to further contextualize the tool at the request of the government.<sup>4</sup>
- ***Teach ECE* includes a complementary toolkit that helps teams conduct the training, data collection, analysis, and reporting.** Resources include a detailed script and training guide; a data collection app; automatized programs that clean, analyze and assess the validity of *Teach ECE* scores; and Terms of References for key roles. A template report to communicate the results is also available.
- ***Teach ECE* is designed to align with *Teach Primary* for ease of implementation and to facilitate continuity of measurement in countries.** *Teach ECE* maintains 2 Areas from *Teach Primary* — Classroom Culture and Socioemotional Skills — but changes Instruction to Guided Learning, reflecting the increased amount of teacher-child interaction and scaffolding that occurs in ECE classrooms.

## What does Teach ECE measure?

Teach ECE differs from other classroom observation tools in that it captures (i) the time ECE teachers spend on learning activities and the extent to which children are on task, and (ii) the quality of ECE teaching practices that help develop children’s cognitive and socioemotional skills. It also includes a checklist measuring aspects of structural quality.

As part of the Time on Task component, 3 snapshots of 1–10 seconds are used to record both the teacher’s actions and the proportion of children who are on task throughout the observation. The Quality of Teaching Practices component, on the other hand, is organized into 3 primary Areas as shown below: Classroom Culture, Guided Learning, and Socioemotional Skills. These areas have 9 corresponding Elements that map on to 28 behaviors. The behaviors are characterized as Low, Medium, or High, based on the evidence collected during the observation. The behavior scores are then translated into a 5-point scale that quantifies teaching practices as captured in a series of two, 15-minute classroom observations.



### CLASSROOM CULTURE:

The ECE teacher creates a culture that is conducive to learning. The focus is on the extent to which the teacher creates a **supportive learning environment** and sets **positive behavioral expectations**, rather than on correcting children’s negative behaviors.



### GUIDED LEARNING:

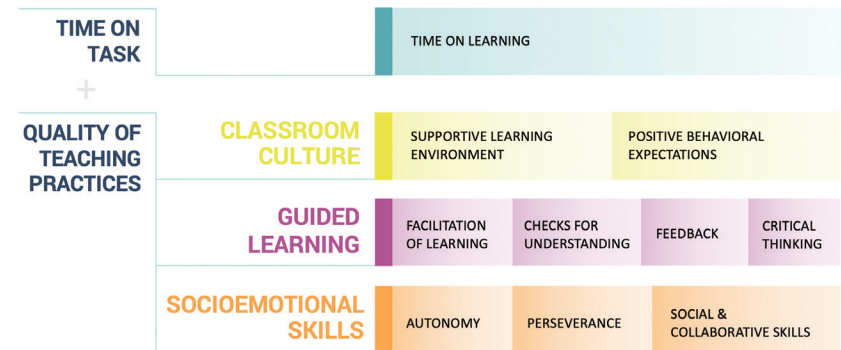
The ECE teacher **facilitates learning** to promote comprehension by explicitly stating what children will do and the objective of the activity, providing clear explanations of concepts and connecting what is being learned to other learning activities or children’s experiences.



### SOCIOEMOTIONAL SKILLS:

The ECE teacher fosters socioemotional skills that encourage children to succeed both inside and outside the classroom. To develop children’s socioemotional skills, the teacher instills **autonomy**, promotes **perseverance**, and fosters **social and collaborative skills** among peers.

## Teach ECE framework



## Cross-cutting themes

Teach ECE measures a number of cross-cutting themes throughout its behaviors that are shown in Table 1.

Table 1: Teach ECE cross-cutting themes

INCLUSION	LANGUAGE FACILITATION	CHILD-CENTERED ACTIVITIES
<p><i>Teach ECE captures inclusive teaching in classrooms, defined as practices that create increased opportunities to access learning for all children, regardless of ability.</i> Teach ECE explicitly captures whether a teacher exhibits or challenges disability and gender bias in the classroom. Drawing from the Universal Design for Learning Framework, Teach ECE also captures inclusive teaching practices such as use of multiple forms of representation, adjusting learning to the needs of children, and providing choices.</p>	<p><i>Teach ECE embeds a focus on language facilitation within the classroom, defined as the strategies teachers use to promote young children’s language development.</i> Teach ECE captures teaching practices such as engaging in back-and-forth exchanges with children, expanding upon children’s language, asking open-ended questions, and thinking aloud or narrating to children.</p>	<p><i>Teach ECE measures the presence and quality of child-centered activities in ECE classrooms, defined as activities where children are actively leading or playing important roles, such as during free or guided play.</i> Teach ECE behaviors that capture child-centeredness include the extent to which children themselves ask open-ended questions or perform thinking tasks, make long- or short-term plans for themselves, or collaborate with peers.</p>

## How does Teach ECE differ from Teach Primary?

Differences between the 2 tools respond primarily to the different age ranges and educational environments being observed. The main changes made to *Teach Primary* and reflected in *Teach ECE* are:<sup>5</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

### Measurement of cross-cutting themes

*Teach ECE* measures cross-cutting themes of language facilitation and child-centered activities in its behaviors

4

### Checklist component

*Teach ECE* captures aspects of structural quality in ECE classrooms

## Development and piloting

*Teach ECE* is currently in the process of being piloted and validated. As of early 2021, *Teach ECE* pilot trainings have taken place in 4 countries: the Dominican Republic, Mongolia, Pakistan, and Romania. In these 4 contexts, stakeholder discussions, master coding process, and observer training have taken place. Approximately 90% of raters were reliable across all 4 contexts (**Table 2**). These pilot activities as well as feedback from an Expert Panel have helped inform the revisions to the tool and ultimately provided an opportunity to ensure the tool's suitability for low- and middle-income countries. While fieldwork was halted due to the Covid-19 pandemic, the plan is to carry out the same rigorous validation process for *Teach ECE* that *Teach Primary* underwent, once conditions allow.

**Table 2: Teach ECE Reliability Exam pass rate**

COUNTRY	N OF OBSERVERS	PASS RATE
Dominican Republic	10	90%
Mongolia	16	100%
Pakistan	14	79%
Romania	18	100%

# Implementing Teach ECE: From conception to completion

This roadmap provides a detailed timeline, cost estimate, and list of complementary resources needed to apply *Teach ECE* in a new setting.<sup>6</sup> The roadmap captures the implementation process from start to finish and outlines the recommended steps teams should follow to ensure timely and accurate data collection. The overall process takes approximately 3 months. For more detail, see the *Teach ECE* Implementation Guide.

## 1. Consult with stakeholders

**EXPECTED TIME: 2 WEEKS**  
Consult with stakeholders on what *Teach ECE* measures and discuss its applicability in the local setting.

1

2

## 2. Collect video footage

**EXPECTED TIME: 2 WEEKS**  
Collect video footage from the country where *Teach ECE* will be applied. These videos need to reflect the diversity of the target sample, as they will be used in the training to prepare observers to apply the tool within a given context.

3<sup>1</sup>

## 3. Option 1: Implementor Training<sup>7</sup>

**STEP A) CREATE MASTER CODES / EXPECTED TIME: 7 DAYS**  
The *Teach ECE* trainer (with optional help from a master coder or coders) prepares local master codes for the implementor training.

**STEP B) TRAIN IMPLEMENTORS / EXPECTED TIME: 5 DAYS**  
The *Teach ECE* trainer trains 5–8 local implementors on the tool. At the end of the implementor training, the *Teach ECE* trainer will choose 1–2 implementors to conduct the observer training.

**STEP C) CREATE MASTER CODE JUSTIFICATIONS / EXPECTED TIME: 7–14 DAYS**  
Implementors who successfully passed the *Teach ECE* training will create master code justifications for the 5 practice videos, and master codes for the 6 exam videos.

**STEP D) CONDUCT OBSERVER TRAINING / EXPECTED TIME: 5 DAYS**  
The implementor(s) conducts the observer training. The training lasts 5 days (a four-day training with 1 day for the reliability)

3<sup>2</sup>

## 3. Option 2: Direct Observer Training<sup>8</sup>

**STEP A) CREATE MASTER CODES AND PREPARE TRAINING / EXPECTED TIME: 7 DAYS**  
The *Teach ECE* Trainer and the master coder(s) certified on *Teach ECE* develop the training materials.

**STEP B) CONDUCT OBSERVER TRAINING / EXPECTED TIME: 5 DAYS**  
The *Teach ECE* trainer conducts the observer training. The training lasts 5 days (a four-day training with 1 day for the reliability)

## 4. Observers collect data

**EXPECTED TIME: 21–28 DAYS**  
After the observers are trained, they proceed to conduct classroom observations using *Teach ECE*. Data collection is either done by the government or an external entity, depending on the context. In either scenario, observers collect data using PAPI or CAPI. The *Teach ECE* team provides a do-file (Stata) that automatizes the data cleaning process and generates a report that highlights potential mistakes in the data.

4

## 5. Teach ECE resources automatize data cleaning, analysis, & validation

**EXPECTED TIME: 1 DAY**  
After the data have been cleaned, another do-file (Stata) automatically analyzes the data, which generates descriptive statistics and confirms the validity of the *Teach ECE* scores, producing Excel/Stata graphs and tables. These outputs are then input into a pre-formatted MS Word file or a tex file (LaTeX).

5

Approximately  
3 months  
to completion



# Teach ECE complementary toolkit

RESOURCE	DESCRIPTION
<b>1. Consult with stakeholders</b>	
<b>Teach ECE Brief, Guide, &amp; Slide Deck</b>	These documents provide a high-level overview of why ECE teaching practices matter for young children's learning, current shortfalls in how many countries measure ECE teaching practices, what <i>Teach ECE</i> is, how it addresses these shortfalls, how it differs from other tools, the differences between <i>Teach Primary</i> and <i>Teach ECE</i> , and background on the development and validity of the tool.
<b>Teach ECE Expert (TOR)</b>	This individual is an optional hire. S/he is hired to help draft an additional element at the request of the government. This consultant either drafts the element in full or advises government officials as they draft the element, depending on the government's needs and preferences.
<b>2. Collect video footage</b>	
<b>Guide for Selecting &amp; Recording Teach ECE Videos</b>	This document provides a step by step explanation on how to select and record classroom video footage for <i>Teach ECE</i> .
<b>Teach ECE Recording Authorization Form</b>	The document is a legal form ECE teachers must sign before their classroom is recorded. By signing the form, ECE teachers not only consent to be recorded, but for their recordings to be used as part of the <i>Teach ECE</i> training, publications, and research. It also provides the option of permitting their videos to be made publicly available online.
<b>Teach ECE Video Editor (TOR)</b>	This individual is an optional hire. S/he is responsible for editing the local classroom lesson videos into 15-minute segments and embedding subtitles into the training videos (where applicable).
<b>Teach ECE Translator (TOR)</b>	This individual is an optional hire. S/he is responsible for translating official <i>Teach ECE</i> documents from English to the local language.
<b>3. Choose and implement a training model</b>	
<b>Guidelines for Writing Teach ECE Master Codes</b>	This document provides a step-by-step explanation on how to write master codes. A master code is a detailed justification for why a behavior or element, as observed in classroom footage, warrants a particular <i>Teach ECE</i> score, which is established by a consensus of several master coders.
<b>Teach ECE Training Manual</b>	This document includes all resources necessary to conduct the 5-day reliability training. This includes a detailed script, 5-day agenda, example bank, activities, common challenges by element, and overall tips for trainers to execute a successful training.
<b>Teach ECE Training PowerPoint</b>	This presentation is to be used during the 5-day reliability training. It is aligned to the training manual and includes video clips and detailed notes for participants to practice and identify the tool's various behaviors, elements, and areas.
<b>Teach ECE Project Management Plan</b>	This document provides information on the roles, responsibilities, and timeline needed to conduct the master coding process.
<b>Teach ECE Reliability Exam</b>	This Excel file automatically calculates the participants' reliability score and whether they passed the <i>Teach ECE</i> reliability exam.
<b>Teach ECE Trainer (TOR)</b>	This individual is a necessary hire. S/he is likely a member of the <i>Teach ECE</i> team, who is responsible for developing master codes for the implementors' training and conducting the training. S/he then oversees the implementors or master coder(s) as s/he develops the master codes for the observers' training. The <i>Teach ECE</i> trainer will choose 1–2 implementors to lead the observers' training, based on performance, if implementors are trained.

<b>Teach ECE Implementor (TOR)</b>	This individual is a preferred hire. S/he is responsible for passing the <i>Teach ECE</i> reliability exam and developing a set of master code justifications under the direction and oversight of the <i>Teach ECE</i> trainer. 1–2 of the implementors will be chosen by the <i>Teach ECE</i> trainer to facilitate the observers' training, based on their performance.
<b>Teach ECE Quality Assurance Assistant (TOR)</b>	This individual is an optional hire and is particularly useful if the training is being conducted for a large number of observers or in a low-capacity setting. S/he is responsible for helping the <i>Teach ECE</i> trainer prepare the materials for the training of implementors and helps manage and oversee the development of master codes for the observer training.
<b>4. Teach ECE observers collect data</b>	
<b>Teach ECE Guidelines for Using Electronic Application</b>	This document provides a step-by-step explanation on how to create a web and mobile version of the questionnaire to be collected on computers/tablets, how to use the web version and the app version, and how to export the data collected.
<b>Teach ECE SurveyCTO (CAPI)</b>	This is a computer-assisted personal interviewing style wherein observers input scores digitally, using SurveyCTO. This form makes the survey available on phone/tablets/computer in English. The team will have to create a SurveyCTO server to collect data using this form. Data can be collected using a computer or the SurveyCTO app on tablets/phones. Once the data is collected, it can be exported from SurveyCTO as an Excel file. This file is perfectly aligned with the pre-created do-files that will automatically label, clean, and analyze the data.
<b>Teach ECE Data Entry (PAPI)</b>	This is a pen-and-paper interviewing style wherein observers input scores on the <i>Teach ECE</i> observation form and manually transfer them to an Excel database. In the case where PAPI data collection is done, this Excel file is a template for data entry and is perfectly aligned with the pre-created do-files that will automatically label, clean, and analyze the data. If the team wishes to program the data entry to another software such as CSPro, a file is available that details the logic of the questionnaire.
<b>Teach ECE Program for labeling the data using Stata</b>	After data has been collected, either through CAPI or through PAPI, a pre-written do-file (Stata) automatically labels the data and saves it as a first Stata dataset.
<b>Teach ECE Survey Firm (TOR)</b>	This document provides the terms for a survey firm to oversee the collection of data and hiring of field supervisors and observers to implement <i>Teach ECE</i> .
<b>5. Teach ECE resources automatize data cleaning, analysis, &amp; validation</b>	
<b>Teach ECE Program for cleaning the data using Stata</b>	After data has been collected and labeled, a pre-written do-file (Stata) automatically checks for strange patterns in the data and exports the data to be checked in an Excel file. This Excel file can be shared with the team or firm responsible for data collection. In this do-file, corrections can also be applied, following the feedback from the data collection team. The do-file saves the cleaned data as a second Stata dataset.
<b>Teach ECE Program for Reliability using Stata</b>	After data has been cleaned, a pre-written do-file (Stata) automatically analyzes the data and confirms the validity of the <i>Teach ECE</i> scores (Stata graphs and Excel tables).
<b>Teach ECE Program for Analysis using Stata</b>	After data has been cleaned, a pre-written do-file (Stata) automatically analyzes the data, which generates descriptive statistics in Excel and analytical graphs (both in Excel and Stata format).
<b>Teach ECE MS Word Template</b>	This document is a sample report. This template has automatically-generated sections with sections (text and graphs) to be filled in with country-specific results. The graphs and tables produced by the do-file can be manually included in the report.
<b>Teach ECE Tex File (LaTeX)</b>	This document is a sample report. This template has automatically generated sections with text to be filled in with country-specific results. The graphs and tables produced by the do-file are automatically integrated.
<b>Teach ECE Stata/Analysis (TOR)</b>	This individual is an optional hire and is particularly applicable if the project calls for a highly technical analysis of the <i>Teach ECE</i> findings. S/he cleans the data and conducts an in-depth analysis for use in an extended report or presentation.

## How much does Teach ECE cost?

The cost to implement *Teach ECE* varies by context; however, the cost of *Teach ECE* training, including cost for video editing, master coding, travel, and accommodation of trainer are estimated at ≈\$8,000 USD. These costs may vary based on the consultancy rate of the *Teach ECE* Trainer, which ranges from \$300–\$400 USD per day. This estimate does not include facilities for the training, or data collection costs, which will vary depending on the sample size and location. It also does not include additional translation costs.

The manual is currently available in Arabic, English, French, Mongolian, Portuguese, Romanian, Spanish, and Urdu; translating the manual to another language costs \$600–\$1,000 USD. Moreover, the master-coded videos and descriptions for the *Teach ECE* training are currently only available in English; additional translation and subtitling fees may apply for use in contexts where master coders do not understand English (≈\$2,500 USD).

**Table 3: Teach ECE cost options**

	No translation	Translation
1 video editor's time x 1 day	✓	✓
1 coder's time x 6 days preparation	✓	✓
1 trainer's time x (5 days training + 5 days preparation)	✓	✓
1 roundtrip airline ticket	✓	✓
1 accommodation x 7 days	✓	✓
1 per diem x 7 days	✓	✓
1 translator's time x (10 days translating manual + 8 days transcribing video footage + 7 days translating master codes)		✓
1 designer's time x 2 days designing manual		✓
	\$8,000–9,000*	\$14,000–16,000*

## What World Bank Task Team Leaders are saying about Teach

### Applicability in local context

"For our new project, we had to produce a baseline of teaching practices in a very tight timeframe — our counterparts put a large emphasis on both the quality of the instrument and its adaptation to the local context. *Teach* allowed us to meet both of these requirements and our deadline in a very cost-effective way."

Francisco Haimovich Paz, Uruguay

"At first, I was skeptical to use a high inference tool in Mozambique. However, the simplicity of *Teach* and the fact it uses local videos made it possible to implement with a high degree of reliability."

Marina Bassi, Mozambique

### Policy dialogue

"*Teach* provided the evidence needed to have a real conversation regarding the challenges teachers' face in classrooms. With this information we were able to engage the government on specific ways the Bank can support these teachers to strengthen their competencies and pedagogical skills."

Franco Russo, Philippines

"*Teach* gave us the chance to discuss several issues with the government, including the importance of observing teachers, which was relevant to introduce a culture of monitoring and feedback. It helped us to identify gaps in the teacher professional development component of our project and plan innovations for the future."

Helena Rovner, Uruguay

### Teach training

"Preparing for the *Teach* training involves collecting videos and creating master codes using the tool. The process of master coding local videos is a crucial step in the implementation of *Teach*. When implementing *Teach*, we had a lot of questions from our client on whether we know what the behaviors and elements mean, and whether our observers could understand them. After master coding the videos, we trained and certified observers, which took a few attempts to get right. Despite all this, we reached an extremely high reliability rate of 96%. In the field, the strong training really paid off, as we reached extremely high IRR. Through this process, we were much more knowledgeable of the tool and were able to convince our partners and observers that this was done in the right way."

Koen Martijn Geven, Pakistan

## Endnotes

1 Araujo, María Caridad, Dormal, Marta, and Schady, Norbert Rüdiger (2017). *Child care quality and Child development*. Vol. 779. IDB Working Paper Series. Washington, DC: Inter-American Development Bank (IDB). <http://dx.doi.org/10.18235/0000664>

National Research Council (2001). *Eager to Learn: Educating Our Preschoolers*. Committee on Early Childhood Pedagogy. Barbara T. Bowman, M. Suzanne Donovan, and M. Susan Burns, editors. Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

OECD (2018). *Engaging Young Children: Lessons from Research about Quality in Early Childhood Education and Care: Starting Strong*. Paris, France: OECD Publishing.

2 It should be noted that it is impossible to draw a clear line between ECE teaching practices linked to cognition and socioemotional development; the science of early childhood has shown that these domains develop in complex, interconnected ways, and that adult mediation is crucial for their development (Shonkoff & Phillips, 2000). Many evidence-based ECE teacher practices impact children's socioemotional development as well as their cognition; however, more emphasis is usually given to the cognitive. Explicitly including an Area focused on socioemotional outcomes (which includes executive functioning) serves to increase the visibility of children's socioemotional skills to ECE teachers, as well as to other stakeholders and policymakers, thus ensuring a holistic focus on cognition and socioemotional development in the classroom. Under cognition we include cognitive, language, and literacy development as well as other domains such as mathematics or science development and understanding; under socioemotional skills, we will be describing social and emotional competencies, including self-regulation or executive function.

3 This ensures that the Elements and behaviors described in the manual are contextualized and anchored in the local setting. For example, while Teach ECE states that the ECE teacher should treat all children respectfully, evidence of what is respectful may vary depending on the country and can be adapted.

4 The tool is designed to be modular, which allows users to create additional elements that are relevant for the local curriculum and standards of effective ECE teaching practices. For example, an additional feature was piloted in primary in Uruguay, where the local assessment agency developed 2 new elements for the tool in reading and writing.

5 For more detail on behavior-specific differences between Teach Primary and Teach ECE, see Annex 1B.

6 The timeline and cost may vary slightly based on the sample size, survey and/or context-specific realities.

7 There are 2 approaches to preparing Teach ECE coders: Implementer or Direct Observer Trainings. Implementer Training, which is preferred, involves hiring a member of the core Teach ECE team, who will train an implementor, who will then train observers, in a cascade model.

8 The Direct Observer Trainings mean that a member of the core Teach ECE team directly trains observers, working with least one certified master coder on master codes for local videos prior to the local Teach ECE trainings for observers.



# What experts are saying about Teach

**“Teach is a magnificent example of research taken to the practical level with the possibility of providing enormous social value.** The imaginative use of an observational platform as a device for monitoring what actually happens in the classroom could be absolutely revolutionary. Instead of just bemoaning the need to improve classroom teaching, this initiative turns research and evaluation into a clear improvement mechanism.”

**Eric Hanushek**  
Paul and Jean Hanna Senior Fellow, Hoover Institution, Stanford University

**“Up to this point, the lack of open source, flexible, easy-to-learn observational measures that can be used systematically in classrooms has stood as a major stumbling block in international efforts to improve education.** Observing not just *what teachers teach*, but *how teachers teach* — it is a critical step for improvement. *Teach* not only fills this gap but stands apart from typical observational measures in that it can be used systematically but has some flexibility built into to adjust and adapt to cultural variation. The *Teach* development process has been meticulous, building on a strong theoretical base and decades of empirical research. Further, as part of the validation work, *Teach* has been tested in more than 15 countries in four continents which represents a unique strength. Teachers in classrooms around the world hold great power in shaping our future. The *Teach* measure offers a unique window into this space.”

**Sara Rimm-Kaufman**  
Professor of Education, Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia

**“Teach represents a major innovation in our efforts to improve education for all.** It helps us address crucial questions such as: How can teachers create an engaging and supportive learning environment? How should teachers teach so they can help students develop strong content foundations and critical thinking skills? How can teachers nurture independent, resilient, and socially competent learners? *Teach* will be catalytic for enhancing learning all around the world!”

**Oon Seng Tan**  
Director, Centre for Research in Child Development, National Institute of Education, Singapore

**“Observing teachers in the classroom is a powerful strategy for understanding what drives learning and giving individual teachers the feedback they need to become more effective. Teach — the first-ever classroom observation instrument designed for developing countries — is an essential resource for countries seeking to improve education results. Teach combines the best features of prior instruments into an all-in-one package that analyzes teachers’ time on task, socioemotional support for students, and use of high-quality teaching practices.** Its observer training materials and software are all open source and user-friendly, and *Teach* results can be benchmarked against a growing number of developing countries. *Teach* makes a huge contribution to education quality in the developing world.”

**Barbara Bruns**  
Center for Global Development and Walsh School of Foreign Service, Georgetown University

**“Teach provides excellent guidance for observing and rating global classroom instruction.** The instrument is impressive not only for its comprehensiveness but also its specificity — naming key classroom practices and describing concrete examples of how those practices occur at different levels of quality. A useful and accessible tool for heads of school, administrators, and even teachers themselves.”

**Heather Hill**  
Jerome T. Murphy Professor in Education, Harvard Graduate School of Education; Creator of the Mathematical Quality of Instruction (MQI) instrument

**“Teach provides a practical tool for educators around the world who are serious about improving the quality of classroom practice.** Designed specifically for a global audience, *Teach* builds on a strong research base and has been tested in multiple countries. Although observation protocols have been used primarily to evaluate teaching, their greatest promise lies in the possibility of creating a common instructional vision and providing specific feedback to teachers on how to improve their instruction. *Teach* will no doubt provide such learning opportunities for teachers and leaders worldwide.”

**Pam Grossman**  
Dean and George and Diane Weiss Professor, Graduate School of Education, University of Pennsylvania;  
Creator of the Protocol for English Language Arts Teaching Observation (PLATO) instrument

**“Teach is a classroom observation tool that has clearly been designed with the realities of the Global South in mind.** The clear explanations, well-crafted examples, and FAQs ease interpretation and ensure commonality of understanding between observers. **The simplicity of the tool makes it particularly suited for the purpose of monitoring classrooms** and also for capturing insights for further improvement in teacher practices. *Teach* is also the first-ever classroom observation tool that capture teachers’ efforts to foster soft skills.”

**Sara Ruto**  
Director, People’s Action for Learning (PAL) Network

