

OBSERVER MANUAL

# Teach ECE





**Teach** ECE

# OBSERVER MANUAL

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1818 H Street NW, Washington, DC 20433  
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Cover and interior design: Danielle Willis, Washington, DC, USA

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# FOREWORD

Evidence from multiple fields indicate that investments in the early years of a child's life lead to a host of positive outcomes for later learning, health, and beyond.<sup>1</sup> In addition to children and their families, the benefits of quality ECE also accrue to societies and economies, with implications for countries' human capital. Recognizing this, governments have invested in increasing access to early childhood education (ECE). Global enrollment rates in ECE have nearly doubled in the past 20 years, with the greatest growth occurring in Low- and Middle-Income Countries (LMICs).<sup>2</sup>

However, schooling is not the same as learning.<sup>3</sup> This is seen in the paradox of near-universal primary enrolment rates coupled with a persistent learning crisis—where over half of age 10 children in LMICs fail to read and understand a simple story.<sup>4</sup> As we now expand ECE, this trade-off between quality and quantity cannot happen again. Expansion of access in ECE without parallel improvements in quality will waste system resources *at best* and threaten to reduce children's cognitive and socioemotional outcomes *at worst*.<sup>5</sup>

A critical aspect of ECE quality is the quality of teacher-child interactions in the classroom. Also known as *process quality*, it refers to the dynamic interactions among ECE teachers, peers, and materials that children experience in ECE settings. Process quality can also refer to how the ECE teacher organizes classroom activities, manages children's behavior, and responds to children's needs.<sup>6</sup> Research has found that these interactions are the most important contributors to children's gains in cognition and socioemotional development.<sup>7</sup>

ECE teachers are the biggest determinant of ECE process quality. Children's early learning and wellbeing rely on the ability of ECE teachers to facilitate quality classroom interactions. Yet, entry and training requirements for ECE teachers tend to be the lowest in the education system. Less than half of ECE teachers in low-income countries meet minimum training requirements for teaching ECE in their country, compared to 72 percent among primary teachers.<sup>8</sup> There is a clear mismatch between the promise of ECE and the support given to ECE teachers.

*Given this reality, what can be done?*

In order to take steps towards improving ECE teaching quality, it is necessary first to define a common vision and an organizing framework around quality. Standardized measurement of ECE classroom quality can provide a shared language to drive policy dialogue and help shape interventions aimed at improving ECE quality.

*Teach ECE* is a free, open-source classroom observation tool that aims to measure the quality of teacher-child interactions in ECE. It holistically measures what happens in the classroom, considering not just time spent on learning but, more importantly, the quality of teaching practices. In addition to capturing practices that nurture children’s cognitive and socioemotional skills, *Teach ECE* measures cross-cutting themes such as inclusion, language facilitation, and child-centered learning. *Teach ECE* uses evidence-based teaching practices from countries around the world and has been tried and tested in diverse contexts. It is supported with a package of supplementary resources that facilitate data collection, analysis, and validation of results.

*Teach ECE* can be used for different purposes depending on the country context and project goals. It can be used as a system diagnostic, allowing governments to get a clear snapshot of the current state of teaching practices and teaching quality in classrooms. *Teach ECE* can also be used as part of a teacher professional development system to identify individual teachers’ strengths and weaknesses and provide targeted support to teachers.

The scale-up of ECE globally presents both an opportunity and challenge in ensuring children are reaping the benefits and the promise of the early years. We hope that *Teach ECE* will support education systems to capture the quality of teaching practices in ECE classrooms and help countries improve the type of support they are able to give ECE teachers, contributing to efforts to ensure that access to ECE is scaled with an accompanying focus on quality.

A handwritten signature in black ink that reads "Omar Arias". The signature is fluid and cursive, with the first letter of "Omar" being a large, stylized capital letter.

**Omar Arias**

Practice Manager, Global Knowledge and Innovation Team

# PROCEDURES FOR CODING



## Protocol

Before, during, and after an observation, observers should be cognizant and respectful of the school environment by following this protocol:

### BEFORE

#### SUPPLIES:

Ensure you have the manual, observation booklet,<sup>9</sup> and a timer (watch/phone) to time the segments.

#### ARRIVAL:

**Introduce yourself** to the principal and arrive at the designated classroom at least 10 minutes before class begins.

**Introduce yourself** to the teacher, explain the purpose of the visit, and remind the teacher of the confidential nature of the observation:

*“Good morning, Mr./Ms. [teacher’s surname], I work with [affiliate organization]. Your preschool has been randomly selected to partake in a survey that includes classroom observations. The purpose of the survey is to learn about teaching practices in [district/city name]. As such, I’m here to simply learn from you—these observations will not be used for evaluative purposes, and your identity will remain entirely confidential. Please proceed with the day as you normally would.”*

#### DISSENT:

If a teacher does not want to be observed, kindly remind him/her that the observation is not an evaluation, his/her identity will be kept anonymous, and no information about the observation will be shared with school authorities. Kindly note, a teacher cannot be forced to be observed; if the teacher continues to decline consent, exit the classroom and document what happened on the observation sheet.

### DURING

#### SETUP:

**Sit toward the back** of the classroom to view the entire classroom; ensure your presence does not block children’s view of the teacher or activity.

**If visiting a classroom with another observer**, seat yourself separately and refrain from talking with him/her at any point during the observation.

**Ensure your cellphone is muted** and abstain from texting, phone calls, Facebook/Twitter, taking pictures, or any other distracting activities.

#### OBSERVATION:

**Begin the observation** when class is scheduled to begin; if the teacher is delayed, wait until s/he arrives and make note of the time on the observation sheet.

In the case of **multigrade classrooms**, treat the observation as one grade and document it on the observation sheet.

In case of **more than one teacher in the classroom**, during whole class instruction (including play) observe the entire class, that is all adults working with the children. If children are working in small groups and each adult is working with one group (e.g., at tables or learning centers), then observe the lead teacher’s group only. You may move to be closer to the small group led by the lead teacher.

#### NO INTERACTION:

**Avoid engaging with or distracting children or the teacher** and do not participate in classroom activities, even if explicitly asked.

**Do not check** children’s textbooks, worksheets, notebooks, or other classwork.

**Avoid positive or negative nonverbal expressions** and convey a neutral attitude to avoid inadvertently distracting the teacher.

**Redirect** the teacher and children to the activity if they ask questions or focus their attention on your presence.

### AFTER

#### CONCLUSION:

**Thank the teacher** for being able to conduct the observation.

**After the observation is complete** meet with the teacher or other administrative staff to complete the remaining portions of the checklist i.e., classroom demographics, classroom setup and materials, safety and hygiene.

#### DISCRETION:

**Avoid discussing any of the scores with the teacher.** If a teacher asks how s/he performed, politely remind him/her this is not a performance evaluation. For example:

*“The goal of the observation was to learn about teaching practices; the notes from this observation will be used as part of a larger study on teaching practices in [district/city name]. I very much enjoyed watching your class and appreciate you allowing me into your classroom.”*

**Refrain from discussing the classroom scores** with anyone. You can provide your supervisor’s phone number if the teacher insists.

**Refrain from discussing what occurred** during the observation in a joking or disrespectful way. This may affect your credibility as an observer.

## Length of the Observation

Observations should be divided into two, 15-minute segments.<sup>10</sup> The first observation segment begins at the scheduled class time; however, if the teacher or children are not present during the scheduled class time or the class is delayed, the observation begins when the teacher enters the classroom. After each 15-minute observation, observers should spend 10–15 minutes scoring the observation, depending on the length of the class. For example, in a 45-minute class, the first observation segment begins at the scheduled class time and is 15 minutes in length. The observer then stops (even though class is still going) and spends the next 15 minutes scoring segment 1. The observer then spends the remaining 15 minutes of class observing segment 2. After the class has concluded, the observer spends another 15 minutes scoring segment 2. Observers should always record the length of each observation segment on the scoring sheet. If the class ends before the predetermined length of the observation, observers should still code the segment. It is important to accurately record the information on segment length, delayed starts, and early finishes, as this will be used in data analysis. After finishing the coding for the two segments, the observer will complete the rest of the observation booklet (demographic section, classroom set up and materials and the safety and hygiene sections). One booklet is completed for each classroom observed. The observer might need to discuss with the head teacher, teacher, or an administrative officer to gather the information, particularly on the demographics.

## Note-Taking

Once the observation begins, the observer uses the note-taking form to document what the teacher says by noting specific behaviors, questions, instructions, and actions. These notes are essential to code objectively and reliably, since they provide evidence for the chosen scores. When note-taking, it is important to be as descriptive as possible. Observers will use their notes and compare them with the descriptions in the manual to determine the behavior quality ranges and assign an overall combined score for each element. As soon as observers finish an observation, they should refer to their notes and begin scoring. Every score should be justified with evidence from the observation.

When note-taking, it is important to look for specific child and teacher behaviors that are clearly included in the tool. All observers should create a note-taking system that works for them; below are some helpful note-taking techniques.<sup>11</sup>

| TECHNIQUE  | WHAT IS OBSERVED   | WHAT IS WRITTEN  |
|--|--|--|
| <b>SCRIPTING:</b><br>quotes by teachers (T) or children (S)          | After an activity on forming past tense sentences, the teacher asks children to relate the current activity to a previous one on action verbs by forming a sentence using both strategies. She asks, "Who can take an action verb from yesterday and create a past tense sentence?" A child raises her hand and responds, "Amna jumped over the puddle." | T: Who can take an action verb from yesterday and create a past tense sentence?<br><br>S: Amna jumped over the puddle. |
| <b>TALLIES:</b><br>shortcuts for frequently used words or phrases    | Throughout the observation, the teacher says "very good" 8 times in response to child participation and answers.   | "Very good" √√√√√√√√   |
| <b>SHORTHAND:</b> specific symbols or letters to represent behaviors | The teacher reviews a child's paragraph and provides feedback (FB) by saying, "Great job on the first paragraph. The way you open with a personal story is very compelling."   | <b>FB-</b> T: opening paragraph is compelling b/c of personal story  |
| <b>ANECDOTES:</b><br>summaries of what was seen or heard             | At the start of an activity, the teacher asks if everyone has a textbook. Six children raise their hands to indicate they do not. The teacher continues teaching at the board. Meanwhile, three children are playing with a ball of paper and distracting others.  | 6 Ss no book, T cont. teaching at board, 3 Ss playing (disruptive).  |

*The tool does not exist without the manual; the tool is constituted by the observer manual and observation sheet; observers should actively use and read the manual to determine scores.*


## Measuring Time on Task

For the Time on Learning element, observers will take three “snapshots,” or 1–10 second scans of the classroom, and use only information gathered during the snapshot to code the behaviors. For the first behavior, observers will record whether the teacher is providing a learning activity for most children by indicating “no” if s/he is not providing a learning activity and “yes” if s/he is. If the teacher is providing a learning activity, scan the classroom from left to right to determine whether children are on task. If fewer than 25 percent of the children are off task, score the second behavior high (H). If between 25 to 50 percent of the children are off task, score it medium (M). If more than 50 percent of the total class off task, score it a low (L). If the teacher does not provide a learning activity for most children, record a “not applicable” (N/A) for the second behavior and continue coding the other elements of the tool. See Page 13 for more details on the snapshot method and how to code this element.

| 0.  | TIME ON LEARNING   | 1 <sup>st</sup> Snapshot (4m) |  |  | 2 <sup>nd</sup> Snapshot (9m) |  |  |  | 3 <sup>rd</sup> Snapshot (14m) |  |  |  |
|-----|--|-------------------------------|--|--|-------------------------------|--|--|--|--------------------------------|--|--|--|
| 0.1 | The teacher provides learning activities for most children | Y                             |  |  | Y                             |  |  |  | Y                              |  |  |  |
| 0.2 | Children are on task                                       | H                             |  |  | H                             |  |  |  | H                              |  |  |  |

## Measuring Quality of Teaching Practices

### (i) Assigning quality ranges to each behavior

To assign the most objective score, the manual describes each behavior in three quality ranges: low, medium, and high. These are detailed descriptions and include examples that help observers decide which quality score best applies to each element. After the first observation segment concludes, the observer assigns a “low, medium, or high” rating to each behavior. For this, it is necessary to read the notes and compare them with the descriptions provided in the manual. It is very important for observers to adhere to the manual as closely as possible, whether or not they agree with it. This symbol  signifies that the given behavior has a corresponding FAQ; observers should thoroughly familiarize themselves with the FAQs prior to carrying out observations and should refer to the FAQs while coding to help clarify any confusion.

It is very important that observers give one score for every behavior. If observers want to change an answer, they must clearly remove the invalid score by fully erasing or striking through it. Some behaviors may not be observed. For those behaviors, the manual provides the option to write “N/A.” Observers can only score “N/A” if presented the option on the scoring sheet (0.2, 1.3, 4.2). If a behavior is scored “N/A,” this behavior should not influence the overall score for the corresponding element. The following example shows what this would look like in practice:

| 4.  | CHECKS FOR UNDERSTANDING   | 1 | 2 | 3            | 4 | 5 |
|-----|--|---|---|--------------|---|---|
| 4.1 | The teacher uses questions, prompts, or other strategies to determine children's level of understanding    | L |   | M            |   | H |
| 4.2 | The teacher monitors most children during independent/small group learning activities, including free play | L |   | M            |   | H |
| 4.3 | The teacher adjusts teaching to the level of the children  | L |   | <del>M</del> |   | H |

## (ii) Assigning scores to each element

After assigning quality ranges to the behaviors, the element scores should be decided according to the overall quality of each element. Scores range from 1 to 5, with 1 being the lowest score and 5 the highest. It is necessary to carefully read the descriptions for the different behavior levels and assign an element score that best describes the observed scenario in the classroom. While the final score should follow the calculated scores from the behaviors, observers should always go back and reread the element description and its corresponding behaviors to determine if the score fits the overall description of the element. For example, observers may score an element a 4 even if it contains high, medium, and low behavior scores if what was observed exceeds the overall medium description but does not constitute a high description. The final score need not be a mathematical calculation and the score should reflect the evidence presented in the entire segment.

| 2. POSITIVE BEHAVIORIAL EXPECTATIONS |  | 1 | 2 | 3 | 4 | 5 | 4 |
|--------------------------------------|--|---|---|---|---|---|---|
| 2.1                                  | The teacher sets clear behavioral expectations for classroom activities                                    | L | M |   | H |   | H |
| 2.2                                  | The teacher acknowledges positive student behavior   | L | M |   | H |   | L |
| 2.3                                  | The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior | L |   | M |   | H | M |

## (iii) Assigning scores for behavior 1.4

After assigning a “low, medium, or high” quality rating for the sub-behaviors 1.4a and 1.4b separately, an overall quality rating can then be decided for behavior 1.4. In determining this overall quality rating, the following guidelines for different sub-behavior rating combinations should be adhered to:

If both 1.4a and 1.4b are assigned the same quality rating then this rating would constitute the overall quality rating for the behavior. For example, if 1.4a and 1.4b are both assigned “high” then the overall quality rating for behavior 1.4 would remain “high.”

|     |   |                            |  |                             |                                      |                                  |  |   |
|-----|---|----------------------------|--|-----------------------------|--------------------------------------|----------------------------------|--|---|
| 1.4 | The teacher does not exhibit bias and challenges stereotypes in the classroom | a. Gender<br>b. Disability | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | Sub-scores $\triangleright$ | $\begin{matrix} L \\ L \end{matrix}$ | Determine score $\triangleright$ | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | L |
| 1.4 | The teacher does not exhibit bias and challenges stereotypes in the classroom | a. Gender<br>b. Disability | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | Sub-scores $\triangleright$ | $\begin{matrix} M \\ M \end{matrix}$ | Determine score $\triangleright$ | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | M |
| 1.4 | The teacher does not exhibit bias and challenges stereotypes in the classroom | a. Gender<br>b. Disability | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | Sub-scores $\triangleright$ | $\begin{matrix} H \\ H \end{matrix}$ | Determine score $\triangleright$ | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | H |

If “low” is assigned to either 1.4a or 1.4b then the overall rating for the behavior would remain “low”, irrespective of the combination. For example, if 1.4b was rated “low” then this rating would take precedence in deciding the overall score, even if the rating for 1.4a was “medium” or “high.”

|     |   |                            |  |                             |                                      |                                  |  |   |
|-----|---|----------------------------|--|-----------------------------|--------------------------------------|----------------------------------|--|---|
| 1.4 | The teacher does not exhibit bias and challenges stereotypes in the classroom | a. Gender<br>b. Disability | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | Sub-scores $\triangleright$ | $\begin{matrix} L \\ M \end{matrix}$ | Determine score $\triangleright$ | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | L |
| 1.4 | The teacher does not exhibit bias and challenges stereotypes in the classroom | a. Gender<br>b. Disability | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | Sub-scores $\triangleright$ | $\begin{matrix} L \\ H \end{matrix}$ | Determine score $\triangleright$ | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | L |

If one sub-behavior is rated “high” and the other “medium,” “high” would take precedence. For example, if 1.4a was rated “high” and 1.4b was rated “medium” then the overall behavior score for 1.4 would be “high.”

|     |   |                            |  |                             |                                      |                                  |  |   |
|-----|---|----------------------------|--|-----------------------------|--------------------------------------|----------------------------------|--|---|
| 1.4 | The teacher does not exhibit bias and challenges stereotypes in the classroom | a. Gender<br>b. Disability | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | Sub-scores $\triangleright$ | $\begin{matrix} M \\ H \end{matrix}$ | Determine score $\triangleright$ | $\begin{matrix} L & M & H \\ L & M & H \end{matrix}$ | H |
|-----|---|----------------------------|--|-----------------------------|--------------------------------------|----------------------------------|--|---|

## Common Challenges in Classroom Observations

Before coding with a classroom observation tool, it is crucial to understand the importance of inter-rater reliability, which describes the degree to which observers agree on the scores associated with a specific observation. For example, an observation is reliable if two observers use the tool to observe the same teacher and arrive at the same (or nearly the same) scores.

Observers should be aware of several challenges when conducting classroom observations that have the potential to adversely affect objectivity and reliability when using the tool:

### **Personal Experiences**

In some cases, past experiences and personal opinions influence how observers score the rubric. This is particularly problematic for people who have preexisting notions of what constitutes “good teaching.” Moreover, their exposure to different teaching styles has the potential to influence their reliability. For example, some observers may think, “When I went to school, this is how we learned” or “My daughter’s teacher does this.” Despite this prior knowledge, it is important to remember codes must be based solely on the manual, regardless of opinion or experience.

### **Additional Information**

In some cases, observers adjust their scores based on additional or preexisting information they have on the teacher, school, or children. Sometimes, they also assume certain behaviors by incorrectly inferring the teacher’s intentions. For example, “I am going to give the teacher a 5 for positive environment, because even though she was impatient with the child, I know it is because she worked a double-shift today.” This additional information should not influence the scoring of the observation as codes should solely reflect what happens in the classroom during the allocated observation time.

### **Comparison**

Often, observers conduct several observations during a short timeframe and compare teaching styles and ability across observations—this ultimately hinders the reliability of the tool. For example, an observer may rate a teacher lower on a behavior because in an earlier observation, s/he saw the same teacher, or a different teacher, use a better strategy to communicate the same information. It is necessary to observe each segment independently and avoid comparison to other situations or teachers to maintain reliability.

### **Separation of Elements**

In some cases, separating the content of the elements can feel forced since everything that happens in the classroom is interconnected; that is, observers may strongly feel an action falls under more than one element. One observed action can serve as evidence for more than one *Teach* behavior or element, but the scoring of each must be done independently. For example, a teacher may provide feedback during the activity, so children reflect on their mistakes. This feedback may encourage children to think critically; however, this does not mean the teacher automatically scores high on the critical thinking element, since other behaviors in the critical thinking element may be absent. In this case, observers should keep both elements separate and score them independently.

### **Weighing of Specific Events or First Impressions**

In some cases, observers may witness a situation that surprises them or triggers a negative or positive impression. This incident may influence how they assess the entire observation. To maintain reliability, it is important to consider the event in the broader context of the observation and not let first impressions or salient events disproportionately influence the overall score. Therefore, observers should write detailed notes of the observation to determine how much weight to give a specific event.

Additionally, each segment should be considered in-and-of-itself, and observers should focus on what occurs in the current segment. For instance, even if the teacher intends to do an activity later in the class, it is important for observers to only score what actually happens in that segment, rather than boosting the score of one of the behaviors based on an intention that never occurred. This is particularly applicable for distinguishing what occurs in segment 1 versus segment 2 (i.e., what is observed in segment 1 may not be considered for scoring in segment 2, and vice versa).

### **Central Tendency**

In some cases, observers assign medium-level scores more often than they should. This reluctance to assign high or low scores occurs (i) when observers are not confident in their ability to identify the appropriate level or believe that high or low scores are very rare and are largely unattainable; or (ii) due to the fear (for themselves or the teacher) of assigning more extreme scores. It is important observers score the behaviors exactly as defined in the manual without being influenced by how the scores may be used or how they reflect on the observer or the teacher.

## Observer Certification and Reliability Exam

A training participant must pass the *Teach ECE* Reliability Exam before becoming a certified reliable *Teach ECE* observer. Observer certification provides quality control and increases reliability of the *Teach ECE* tool across observers. It ensures all certified observers can use the tool to accurately and consistently score classroom observations in accordance with the *Teach ECE* scale. The *Teach ECE* Reliability Exam consists of watching and scoring three, 15-minute video segments and scoring them according to the *Teach ECE* rubric. Participants have 15 minutes to code each segment and cannot stop, rewind, or rewatch the videos during the exam. To pass the exam, participants must be reliable on 8 of the 10 elements for each segment. For example, if an observer scores 100 percent on the first segment, 100 percent on the second segment, and 70 percent on the third segment, s/he would not pass the exam. For the Time on Learning element, participants are considered reliable if they are in exact agreement with the master score for 2 out of the 3 snapshots. For all the other elements, participants are considered reliable if they score within one point of the master score. Participants who do not pass on the first attempt will be given feedback and allowed one additional opportunity to pass the exam. The second exam will consist of three different videos. Participants who do not pass the second attempt will not be certified as *Teach ECE* observers. *Teach ECE* certification is valid for one year.



# TEACH ECE FRAMEWORK



## Endnotes

1 Shafiq et al., 2018; Corcoran et al., 2018; Engle et al., 2011

2 UIS 2020

3 Pritchett 2013; World Bank 2018

4 World Bank 2019

5 Biersteker et al., 2016; Britto et al., 2011; Rao et al., 2012

6 Pianta et al., 2005

7 Yoshikawa et al., 2013; Mashburn et al., 2008

8 OECD 2018

9 Protocol to enter the classroom may vary from context to context; however, it is important to have the necessary approvals in place before arriving at the school.

10 These times may differ slightly from context to context.

11 Adapted from Archer, Jeff, et al. 2016. "Better Feedback for Better Teaching: A Practical Guide to Improving Classroom Observations." San Francisco, CA: Jossey-Bass.



# OBSERVER MANUAL

|   |   |   |                           |
|---|---|---|---------------------------|
| Teacher ID:   | Observation Start Time: ___ : ___ am / pm   | Observation End Time: ___ : ___ am / pm | <b>SEGMENT 1</b>          |
| What learning activities/routines were observed? (check all that apply) | <input type="checkbox"/> Language / Literacy <input type="checkbox"/> Math / Numeracy <input type="checkbox"/> Art <input type="checkbox"/> Music/ Dance/ Movement <input type="checkbox"/> Play<br><input type="checkbox"/> Health/ Science <input type="checkbox"/> Personal hygiene / Self-care <input type="checkbox"/> Meals / Snacks <input type="checkbox"/> Other |   | Segment Length: _____ min |
| Format: (check all that apply)  | <input type="checkbox"/> Whole Group/Class <input type="checkbox"/> Small Groups <input type="checkbox"/> Pairs Working Together <input type="checkbox"/> Children working/playing alone  |   |                           |

**TIME ON TASK**

| 0. TIME ON LEARNING  | 1st Snapshot (4m) |   |   |   | 2nd Snapshot (9m) |   |   |   | 3rd Snapshot (14m) |   |   |   |
|--|-------------------|---|---|---|-------------------|---|---|---|--------------------|---|---|---|
|  | Y                 | N |   |   | Y                 | N |   |   | Y                  | N |   |   |
| 0.1 The teacher provides learning activities for most children |                   |   |   |   |                   |   |   |   |                    |   |   |   |
| 0.2 Children are on task                                       | N/A               | L | M | H | N/A               | L | M | H | N/A                | L | M | H |

**QUALITY OF TEACHING PRACTICES**

|                              |         |              |
|------------------------------|---------|--------------|
| Areas / Elements / Behaviors | Scoring | Final Scores |
|------------------------------|---------|--------------|

**A. CLASSROOM CULTURE**

| 1. SUPPORTIVE LEARNING ENVIRONMENT   |               |   |   |   |              | 1                 | 2 | 3 | 4 | 5 |  |
|--|---------------|---|---|---|--------------|-------------------|---|---|---|---|--|
| 1.1 The teacher treats all children respectfully   |               |   |   |   |              | L                 | M | H |   |   |  |
| 1.2 The teacher uses positive language with children   |               |   |   |   |              | L                 | M | H |   |   |  |
| 1.3 The teacher responds to children's needs   |               |   |   |   | N/A          | L                 | M | H |   |   |  |
| 1.4 The teacher does not exhibit bias and challenges stereotypes in the classroom                              | a. Gender     | L | M | H | Sub-scores ▶ | Determine score ▶ | L | M | H |   |  |
|  | b. Disability | L | M | H |              |                   |   |   |   |   |  |
| 2. POSITIVE BEHAVIORIAL EXPECTATIONS   |               |   |   |   |              | 1                 | 2 | 3 | 4 | 5 |  |
| 2.1 The teacher sets clear behavioral expectations for classroom activities                                    |               |   |   |   |              | L                 | M | H |   |   |  |
| 2.2 The teacher acknowledges positive student behavior   |               |   |   |   |              | L                 | M | H |   |   |  |
| 2.3 The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior |               |   |   |   |              | L                 | M | H |   |   |  |

**B. GUIDED LEARNING**

| 3. FACILITATION OF LEARNING  |  |  |  |  |     | 1 | 2 | 3 | 4 | 5 |  |
|--|--|--|--|--|-----|---|---|---|---|---|--|
| 3.1 The teacher explicitly articulates the objectives of the learning activity                                 |  |  |  |  |     | L | M | H |   |   |  |
| 3.2 The teacher explains concepts and/or provides learning activities using multiple forms of representation   |  |  |  |  |     | L | M | H |   |   |  |
| 3.3 The teacher makes connections during the day that relate to other concepts or children's daily lives       |  |  |  |  |     | L | M | H |   |   |  |
| 3.4 The teacher models by enacting/assisting AND narrating/thinking aloud                                      |  |  |  |  |     | L | M | H |   |   |  |
| 4. CHECKS FOR UNDERSTANDING  |  |  |  |  |     | 1 | 2 | 3 | 4 | 5 |  |
| 4.1 The teacher uses questions, prompts, or other strategies to determine children's level of understanding    |  |  |  |  |     | L | M | H |   |   |  |
| 4.2 The teacher monitors most children during independent/small group learning activities, including free play |  |  |  |  | N/A | L | M | H |   |   |  |
| 4.3 The teacher adjusts teaching to the level of the children  |  |  |  |  |     | L | M | H |   |   |  |
| 5. FEEDBACK  |  |  |  |  |     | 1 | 2 | 3 | 4 | 5 |  |
| 5.1 The teacher provides specific comments or prompts that help clarify children's misunderstandings           |  |  |  |  |     | L | M | H |   |   |  |
| 5.2 The teacher provides specific comments or prompts that help identify children's successes                  |  |  |  |  |     | L | M | H |   |   |  |
| 6. CRITICAL THINKING   |  |  |  |  |     | 1 | 2 | 3 | 4 | 5 |  |
| 6.1 The teacher asks open-ended questions  |  |  |  |  |     | L | M | H |   |   |  |
| 6.2 The teacher provides thinking tasks  |  |  |  |  |     | L | M | H |   |   |  |
| 6.3 The children ask open-ended questions or perform thinking tasks  |  |  |  |  |     | L | M | H |   |   |  |

**C. SOCIOEMOTIONAL SKILLS**

| 7. AUTONOMY  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 |  |
|--|--|--|--|--|--|---|---|---|---|---|--|
| 7.1 The teacher provides children with choices   |  |  |  |  |  | L | M | H |   |   |  |
| 7.2 The teacher provides children with opportunities to take on roles in the classroom |  |  |  |  |  | L | M | H |   |   |  |
| 7.3 Children volunteer to participate in the classroom                                 |  |  |  |  |  | L | M | H |   |   |  |
| 8. PERSEVERANCE  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 |  |
| 8.1 The teacher acknowledges children's efforts  |  |  |  |  |  | L | M | H |   |   |  |
| 8.2 The teacher responds positively to children's challenges                           |  |  |  |  |  | L | M | H |   |   |  |
| 8.3 The teacher encourages planning in the classroom                                   |  |  |  |  |  | L | M | H |   |   |  |
| 9. SOCIAL & COLLABORATIVE SKILLS   |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 |  |
| 9.1 The teacher promotes children's collaboration through peer interaction             |  |  |  |  |  | L | M | H |   |   |  |
| 9.2 The teacher promotes children's intra- or interpersonal skills                     |  |  |  |  |  | L | M | H |   |   |  |
| 9.3 Children collaborate with one another through peer interaction                     |  |  |  |  |  | L | M | H |   |   |  |

0.1

0.2

1.1

1.2

1.3

1.4a

1.4b

2.1

2.2

2.3

3.1

3.2

3.3

3.4

4.1

4.2

4.3

5.1

5.2

6.1

6.2

6.3

7.1

7.2

7.3

8.1

8.2

8.3

9.1

9.2

9.3

OBSERVER MANUAL

# TIME ON TASK

## TIME ON LEARNING

### *The teacher maximizes time on learning.*

*The teacher maximizes time on learning by ensuring most children are on task and provided with a learning activity most of the time. This can be observed in the classroom through the following behaviors:*

YES

NO

#### 0.1 ?

### The teacher provides learning activities for most children

#### LEARNING ACTIVITIES:

This includes any activity that is related to class content independent of its quality.

*For example: The children are engaged in play, the children are completing individual activities, or the teacher is teaching and/or modeling a behavior. This also includes routine tasks such as self-care. Meals and naptimes are counted as learning activities only if a learning activity is explicitly embedded. Note that if the teacher leaves the classroom, but has provided children with a learning activity, this would count as a learning activity.*

#### NONLEARNING ACTIVITIES:

This includes any activity that is not related to the class content, including activities related to classroom management that leaves children waiting and without instruction. If the class is in the middle of a transition, this would also count as a non-learning activity.

*For example: When preparing to start a new activity the teacher reads the plan for the day and takes time to gather the necessary materials without having given children anything to do. Other examples of non-learning activities includes when a teacher takes attendance, s/he may read the children's names individually, when there are misbehaviors, s/he may stop teaching to see what is going on, when checking homework s/he may check each child's homework individually, while the other children wait with nothing to do. Routine activities such as meals and naptimes are non-learning activities (unless a learning activity is explicitly embedded).*

LOW

MEDIUM

HIGH

#### 0.2 ?

### Children are on task<sup>1</sup>

**Fewer than half** of children are on task

**Between one-half and three-quarters** of children are on task

**More than three quarters** of children are on task

#### *Children off task:*

A holistic assessment of off task can come from surveying whether/how many children are visibly disengaged with the learning activity (i.e., not looking at the teacher during whole-class instruction, not focusing on the task or peers during small group and play activities). Children are also considered off task if they are behaving in a way that is disturbing the class (i.e., making loud noises, making large, disruptive movements, throwing items, etc.). Finally, children can also be considered off task if they are doing a task other than the one the teacher has provided at that time.

<sup>1</sup> This behavior is scored as N/A if the teacher is not teaching or providing a learning activity (i.e., 0.1 is scored No).

OBSERVER MANUAL

# QUALITY OF TEACHING PRACTICES

# CLASSROOM CULTURE

SUPPORTIVE LEARNING ENVIRONMENT  
POSITIVE BEHAVIORAL EXPECTATIONS



## CLASSROOM CULTURE

SUPPORTIVE  
LEARNING  
ENVIRONMENT

*The teacher creates a supportive learning environment.*

*The teacher creates a classroom environment where children can feel emotionally safe and supported. Moreover, all children feel welcome, as the teacher treats all children respectfully. This can be observed in the classroom through the following behaviors:*

| Score  | 1   | 2   | 3   | 4 | 5   |
|--|---|---|---|---|---|
|  | LOW   |   | MEDIUM  |   | HIGH  |
| Behavior Quality Range   | <p><i>In this classroom, the teacher is <b>ineffective</b> at creating a supportive learning environment.</i></p>   |   | <p><i>In this classroom, the teacher is <b>somewhat effective</b> at creating a supportive learning environment.</i></p>  |   | <p><i>In this classroom, the teacher is <b>effective</b> at creating a supportive learning environment.</i></p> |
| <p><b>1.1 ?</b></p> <p><b>The teacher treats all children respectfully</b></p>                 | <p>The teacher <b>does not treat all children respectfully.</b></p> <p><i>For example: The teacher may yell at some students, scold them, shame/ridicule them, or use physical punishment to discipline them.</i></p>   | <p>The teacher <b>treats all children somewhat respectfully.</b></p> <p><i>For example: The teacher does not treat students disrespectfully (e.g., s/he does not yell at or ridicule students), but the teacher does not show outward signs of respect toward students either (e.g., call students by their names say "Please" or "thank you" or other culturally relevant signs of respect.)</i></p>   | <p>The teacher <b>treats all children respectfully.</b></p> <p><i>For example: The teacher uses students' names, says "please" and "thank you", physically gets down to the level of the child, or shows some other culturally relevant sign of respect.</i></p>  |   |   |
| <p><b>1.2 ?</b></p> <p><b>The teacher uses positive language with children<sup>2</sup></b></p> | <p>The teacher <b>does not use positive language</b> in his/her communication with children.</p>  | <p>The teacher uses <b>some positive language</b> in his/her communication with children.</p> <p><i>For example: The teacher may say "well done" or "good", although this happens infrequently.</i></p>   | <p>The teacher <b>consistently uses positive language</b> in his/her communication with children.</p> <p><i>For example: The teacher consistently uses encouraging phrases such as "Great job" when children show their work to him/her or "You can do this!"</i></p>   |   |   |
| <p><b>1.3 ?</b></p> <p><b>The teacher responds to children's needs<sup>3</sup></b></p>         | <p>The teacher <b>is not aware of children's needs OR does not address the expressed needs.</b></p> <p><i>For example: A child may be having difficulty and starts to exhibit frustration over completing a task but the teacher dismisses the child or tells the child "it's no big deal" or "get over it". During whole group instruction, a child approaches the teacher and appears to need assistance with something (e.g., has to use the toilet), but the teacher continues the lesson without acknowledging or addressing the child's need.</i></p> | <p>The teacher <b>responds to children's needs but may not address all of the issues at hand.</b></p> <p><i>For example: During play time, a child may approach the teacher in tears because another child has taken a block away from her. The teacher goes to the play area and hands the child another block but does not ask about or acknowledge the child's emotional needs. During whole group instruction, the teacher says to a child, "I see you don't have a workbook," and continues teaching without addressing the child's material need. Alternatively, when a child asks to go to the toilet the teacher acknowledges the child and says, "Wait a minute," and continues to review administrative papers without responding to the child's physical need.</i></p> | <p>The teacher <b>promptly responds to children's needs in a way that addresses ALL the issues at hand.</b></p> <p><i>For example: During play time, a child approaches the teacher in tears because another child has taken a block away from her. The teacher says, "I see you are upset. Let's help you calm down so we can go and talk to your friend about the block," acknowledging the child's feelings and addressing the issue at hand. During whole group instruction, the teacher says to a child, "I see you don't have a workbook," and pauses to help the child share a workbook with a classmate. When a child asks to go to the toilet, the teacher acknowledges the child's physical need and allows him/her to use the toilet.</i></p> <p><i>Alternatively, a child may be struggling to see the board, so the teacher rewrites the numbers in large text and/or provides a way for the child to access the information, such as on a separate sheet or orally.</i></p> |   |   |

<sup>2</sup> Only verbal communication is counted as positive language; nonverbal displays of positive language would not count toward this behavior.

<sup>3</sup> This behavior is scored N/A if there are no observable emotional, material, or physical needs.



CLASSROOM CULTURE

SUPPORTIVE LEARNING ENVIRONMENT

*The teacher creates a supportive learning environment.*

*The teacher creates a classroom environment where children can feel emotionally safe and supported. Moreover, all children feel welcome, as the teacher treats all children respectfully. This can be observed in the classroom through the following behaviors:*

| Score   | 1   | 2   | 3  | 4 | 5    |
|---|---|---|--|---|------|
| Behavior Quality Range  | LOW   |   | MEDIUM   |   | HIGH |
|   | <i>In this classroom, the teacher is <b>ineffective</b> at creating a supportive learning environment.</i>  | <i>In this classroom, the teacher is <b>somewhat effective</b> at creating a supportive learning environment.</i>   | <i>In this classroom, the teacher is <b>effective</b> at creating a supportive learning environment.</i>   |   |      |
| <b>1.4</b><br>The teacher does not exhibit bias and challenges stereotypes in the classroom | The teacher <b>exhibits bias or reinforces stereotypes in the classroom.</b>  | The teacher <b>does not exhibit bias but does not challenge stereotypes either.</b>   | The teacher <b>does not exhibit bias AND challenges stereotypes in the classroom.</b>  |   |      |
| <b>1.4a</b><br>Gender   | <p>The teacher could show this by providing children with unequal opportunities to participate in classroom activities, or by expressing unequal expectations for children's behaviors or capabilities.</p> <p><i>For example: The teacher seats girls exclusively at the back of the classroom or only asks boys to share their work with the rest of the class.</i></p> <p><i>Alternatively, the teacher calls equally on children of all genders to share their work, but only assigns girls to tidy up.</i></p>                               | <p>The teacher provides children of all genders with equal opportunities to participate in the classroom and has similar expectations for all children.</p> <p><i>For example: The teacher asks children of all genders to tidy up and calls equally on all genders to answer questions in the class.</i></p> <p><i>The teacher praises and/or disciplines children of all genders in the same manner as other children in the classroom.</i></p> | <p>The teacher provides children of all genders with equal opportunities to participate in the classroom, has similar expectations for all children, <b>AND</b> challenges gender stereotypes in the classroom.</p> <p><i>For example: The teacher assigns cleaning tasks to children of all genders and calls equally on all children to participate in classroom activities. In addition, the teacher uses examples and explanations that portray girls and boys in non-stereotypical fields (i.e., female scientists and male chefs.)</i></p> |   |      |
| <b>1.4b</b><br>Disability   | <p>The teacher may provide children with unequal opportunities to participate in learning activities, use stigmatizing terms, or express low expectations for children's behaviors or capabilities.</p> <p><i>For example: The teacher seats children with disabilities separately from other children.</i></p> <p><i>The teacher may use stigmatizing terms about people with disabilities, in general, or express bias towards children with disabilities in the classroom through low expectations for their behavior or capabilities.</i></p> | <p>The teacher provides children of all ability levels with equal opportunities to participate in the classroom.</p> <p><i>For example: The teacher enables children with disabilities to work with classmates during group work or free play activities.</i></p> <p><i>Alternatively, the teacher praises and/or disciplines children with disabilities in the same manner as other children in the classroom.</i></p>                           | <p>The teacher provides children of all ability levels with equal opportunities to participate in the classroom, has similar expectations for all children, <b>AND</b> challenges disability stereotypes in the classroom.</p> <p><i>For example: The teacher has children with disabilities work with classmates during group work or free play activities AND incorporates examples (pictures, books, songs, etc.) in learning activities that portray people with disabilities in important roles.</i></p>                                    |   |      |

## CLASSROOM CULTURE

## POSITIVE BEHAVIORAL EXPECTATIONS

*The teacher promotes positive behavior in the classroom.*

*The teacher promotes positive behavior by acknowledging children's behavior that meets or exceeds expectations. Moreover, the teacher sets clear behavioral expectations for different activities. This can be observed in the classroom through following behaviors:*

| Score  | 1   | 2   | 3  | 4 | 5 |
|--|---|---|--|---|---|
| Behavior Quality Range   | LOW   | MEDIUM  | HIGH   |   |   |
| <p><b>2.1 ?</b></p> <p><b>The teacher sets clear behavioral expectations for classroom activities and/or routines</b></p>                                | <p>The teacher <b>does not set clear and specific behavioral expectations</b> for classroom activities and/or routines.</p> <p><i>For example: The teacher says, "Go to your small groups", "Work on your colors", or "Form a line," without providing clear and specific instructions regarding the expected behavior during the learning activity or routine.</i></p>   | <p>The teacher <b>sets unclear or superficial behavioral expectations for classroom tasks and/or activities. The teacher may sometimes set clear and specific behavioral expectations but this occurs infrequently.</b></p> <p><i>For example: When introducing a group activity, the teacher says, "Please sit in your preassigned groups and behave," without clarifying what such behavior would entail.</i></p> <p><i>The teacher may give specific examples for free play such as, "Remember to share the crayons and use a quiet indoor voice to talk to your friends" but this occurs infrequently.</i></p> <p><i>Throughout the learning activity the teacher is mostly observed setting behavioral expectations such as "Behave!", "Listen up", "Don't put that there!", and "Shh!". These statements tend to be short and superficial and do not provide children with clear and specific instructions regarding the expected behavior for the learning activity.</i></p> | <p>The teacher <b>sets clear and specific behavioral expectations</b> throughout the observation for classroom activities and/or routines.</p> <p><i>For example: Upon introducing a small group activity to the class, the teacher explicitly states the expected behavior for the group such as, "Place your feet on the floor. Use a quiet indoor voice and take turns sharing the crayons."</i></p> <p><i>If children are working independently the teacher gives clear directions for the activity. The teacher says, "Raise your hand if you want to talk and wait for me to call on you." The teacher may also give clear directions on what to do when children complete an activity. The teacher says, "When you've finished coloring, bring your paper to me and choose a play activity while you wait for your classmates to finish."</i></p> <p>Alternatively, the teacher is not observed setting clear behavioral expectations, but <b>children are well-behaved<sup>4</sup></b> throughout the observation.</p> |   |   |
| <p><b>2.2</b></p> <p><b>The teacher acknowledges children's positive behavior</b></p>  | <p>The teacher <b>does not acknowledge behavior</b> of children that meets or exceeds expectations.</p>   | <p>The teacher <b>acknowledges children's behaviors but is not specific about their expected behavior.</b></p> <p><i>For example: If a group is following behavioral expectations, the teacher says, "This group is behaving well" without clarifying why or how.</i></p>   | <p>The teacher <b>acknowledges children's behavior that meets or exceeds expectations and is specific about their expected behavior.</b></p> <p><i>For example: A says to the class, "I just noticed that this small group is taking turns to speak and working together to solve the puzzle."</i></p>   |   |   |
| <p><b>2.3 ?</b></p> <p><b>The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior<sup>4</sup></b></p> | <p><b>Redirection of misbehavior is focused on misbehaviors, rather than the expected behavior AND is ineffective.</b></p> <p><i>For example: If the teacher notices a child throwing an object, the teacher stops class and calls out the name of the child, asking, "Why are you throwing your pencil?"</i></p> <p><i>Alternatively, the teacher ignores the child who is distracted, causing the focus of the entire class to shift away from the learning activity and onto the disruptive child.</i></p> | <p><b>Redirection of misbehavior focuses on misbehaviors rather than the expected behavior BUT is effective.</b> Alternatively, redirection of misbehavior is somewhat effective and focuses on the expected behavior.</p> <p><i>For example: Upon noticing that two children are drawing on the table, the teacher says, "You two stop drawing on the furniture!" This statement focuses on the negative behavior, rather than on what is expected of them. Consequently, the children stop drawing on the table.</i></p> <p><i>Alternatively, when seeing children draw on the table, the teacher says, "Remember to draw on the paper!" Even though the teacher focuses on the positive behavior expected of the children, the children continue to draw on the table.</i></p>   | <p><b>When a problem arises, redirection of misbehavior effectively addresses the problem at hand and focuses on the expected behavior.</b></p> <p><i>For example: If children are talking loudly and being disruptive during a learning activity, the teacher says, "Remember to use quiet voices and gentle hands." The children settle down.</i></p> <p>Alternatively, the <b>teacher is not observed redirecting children's behavior, but the children are well-behaved</b> throughout the observation.</p>  |   |   |

<sup>4</sup>A misbehavior occurs when a child causes a disruption in the classroom that either interferes with the flow of the activity, distracts other children, or upsets the teacher.

# GUIDED LEARNING

FACILITATION OF LEARNING  
CHECKS FOR UNDERSTANDING  
FEEDBACK  
CRITICAL THINKING



*The teacher facilitates learning to promote comprehension.*

*The teacher facilitates learning to promote comprehension by explicitly articulating the objectives, providing clear explanations of concepts, and connecting what is being learned to other content knowledge or children's experiences.*

Score

1

2

3

4

5

Behavior  
Quality  
Range

LOW

MEDIUM

HIGH

*The teacher is **ineffective** in facilitating learning to promote comprehension.*

*The teacher is **somewhat effective** in facilitating learning to promote comprehension.*

*The teacher is **effective** in facilitating learning to promote comprehension.*

3.1 ?

**The teacher explicitly articulates the objectives of the learning activity**

The teacher **does not state what learning activity children will do nor does s/he state the objective of the learning activity.**

*For example: The teacher hands out clay without stating what children are to do with the clay or why children will be doing the learning activity.*

The teacher **explicitly states what learning activity children will do but does not explicitly state the objective of the learning activity** (although the objective can be inferred).

*For example: The teacher says, "Today we will make animals out of clay," and works with children to make animals out of clay. The teacher never says the "why," but it can be inferred that the children are learning about farm animals and/or practicing fine motor skills. Alternatively, the teacher says, "Let's do an experiment." The teacher demonstrates what happens when different colored liquids are mixed with water but does not explicitly state an objective for the learning activity.*

The teacher **explicitly states what learning activity children will do AND the objective of the learning activity.**

*For example: The teacher says, "Today we will create animals from clay" and then later reminds children, "Remember, we are making animals because we are learning about the different kinds of farm animals." Or, before music class the teacher says, "Today we are going to practice our cultural dance because we are still learning how to work as a team for the cultural festival." The teacher states which activities the children will do and the objectives of the activities. Alternatively, the teacher provides the children the opportunity to engage in free play.*

3.2 ?

**The teacher explains concepts and/or provides learning activities using multiple forms of representation**

The teacher **explains concepts and/or provides learning activities using ONE form of representation.**

*For example: The teacher states, "A pattern is something that repeats," without providing examples to help children understand the concept of a pattern.*

*The teacher may read a story without stopping to elaborate, ask questions or explain concepts using written, visual or other forms of representation.*

Alternatively, the teacher **does not explain concepts and/or learning activities.**

The teacher **explains concepts and/or provides learning activities using TWO forms of representation.**

*For example: The teacher states, "A pattern is something that repeats," while asking children to look at flash cards with images of various repeating shapes.*

*While reading about pets, the teacher stops to explain, "The dog looks sad," while asking children to look at the picture in the book that shows the sad dog.*

The teacher **explains concepts and/or provides learning activities using THREE OR MORE forms of representation.**

*For example: During an activity on patterns, the teacher explains, "A pattern is something that repeats," while drawing an example pattern on the board for children to look at. Later, the teacher asks children to clap out a pattern with their hands.*

*While reading a story the teacher consistently pauses and shows the class pictures in the book in order to elaborate on key concepts. Later the teacher guides the children in a song and dance about the story's main character.*

3.3 ?

**The teacher makes connections during the day that relate to other concepts or children's daily lives**

The teacher **does not connect what is being taught to other concepts or children's daily lives.**

*For example: While using flash cards to teach children about colors, the teacher shows the color "blue" but does not connect the color blue with objects typically found in the children's homes (blue school uniform) or classroom (blue chair). Alternatively, during free play, a child says, "I see the sun!" but the teacher does not make the connection with other concepts the child has learned.*

The teacher **may attempt to make connections that relate to other concepts or the children's daily lives, but the connections are superficial, confusing or unclear.**

*For example: While using flash cards to teach children about colors the teacher points to a flash card and says, "Blue". S/he then says, "There are other things in our classroom that are blue," but does not say what they are. Alternatively, during free play, a child says, "I see the sun!" and the teacher says, "Yes, remember yesterday when we learned about shapes?" but does not link the concept of shapes ("circles") with the sun.*

The teacher **makes meaningful connections to other concepts or makes a connection to children's daily lives.**

*For example: While using flash cards to teach children about colors, the teacher connects colors to the children's daily lives by saying, "We have blue notebooks, and you have a blue school uniform. The notebooks and uniform are the same color! Blue!" Alternatively, during free play, a child says, "I see the sun!" The teacher says, "Yes, remember yesterday when we learned about shapes? The sun is round like a circle." The connection between the current activity and/or the children's daily lives is clear.*

3.4 ?

**The teacher models by enacting/assisting AND narrating/thinking aloud<sup>5</sup>**

The teacher **does not model** by enacting/assisting OR narrating/thinking aloud.

The teacher **partially models at least one learning activity by enacting/assisting children with all parts of the process but does NOT narrate/think aloud.**

*For example: During imaginary play, the teacher models how to harvest (pretend) fruits from the garden but does not narrate/think aloud. Alternatively, the teacher may assist a child having trouble holding a pencil by guiding the child's hand as they write but does not narrate/think aloud.*

The teacher **completely models at least one learning activity, by enacting/assisting children with all parts of the process AND narrating/thinking aloud.**

*For example: While some children are pretending to be farmers, the teacher joins in by enacting the farmer's process and thinking aloud, "I am picking the fruit that has the brightest colors. I am going to pick the yellow bananas because they are ripe." Alternatively, the teacher may assist a child having trouble holding a pencil by guiding the child's hand as s/he writes while saying, "You are moving the pencil down and around to make the letter 'b'." The teacher may also model by performing hand and/or body movements during an action song (e.g., Head, Shoulders, Knees and Toes).*

<sup>5</sup> Modeling can take place at any time during the activity (including at the end).

*The teacher checks for understanding for most children.*

*The teacher checks for understanding to ensure most children comprehend the content that is being delivered. Moreover, the teacher adjusts the pace of the activity to provide children with additional learning opportunities. This can be observed in the classroom through the following behaviors:*

| Score  | 1   | 2   | 3   | 4 | 5 |
|--|---|---|---|---|---|
| Behavior Quality Range   | LOW   | MEDIUM  | HIGH  |   |   |
| <p><b>4.1 ?</b></p> <p><b>The teacher uses questions, prompts, or other strategies to determine children's level of understanding<sup>6</sup></b></p>      | <p>The teacher <b>either does not ask questions/prompt children at all OR only asks questions to the whole class and does not further clarify for individual understanding.</b></p> <p><i>For example: When demonstrating a new game, the teacher asks, "Does everyone know how to play?" The children in the class respond in unison, "Yes." Another example is, when taking attendance, the teacher asks the whole class "Do you know what your name starts with?" but does not further probe whether specific children know what their names start with.</i></p> | <p>The teacher <b>uses questions, prompts or other strategies that are effective at determining only a few children's level of understanding.</b></p> <p><i>For example: The teacher asks, "What letter does your name start with?" and then calls upon 1 or 2 children to answer.</i></p>  | <p>The teacher <b>uses questions, prompts, or other strategies that are effective at determining most children's level of understanding.</b></p> <p><i>For example: The teacher says, "Please put your hand up and show me the number '3', '7', '10'." Another example is that the teacher asks the whole class "Stand up if your name begins with A/B/C," determining individual children's level of understanding. Alternatively, the teacher asks all children to participate in an art project or an action song, which provides the teacher with information about each children's mastery of the activity.</i></p>  |   |   |
| <p><b>4.2 ?</b></p> <p><b>The teacher monitors most children during independent/small group learning activities, including free play<sup>6/7</sup></b></p> | <p>The teacher <b>does not monitor children</b> when they are engaging in independent/small group learning activities, including free play.</p> <p><i>For example: The teacher stays at his/her desk or remains standing at the front of the class while children are engaging in independent /small group learning activities, including free play. The teacher is inattentive to most children/small groups in the classroom and does not observe children's work, clarify concepts or ask questions.</i></p>   | <p>The teacher <b>monitors some children</b> when they are engaging in independent/small group learning activities, including free play.</p> <p><i>For example: The teacher moves around the classroom and monitors some children when they are engaging in independent and/or small group learning activities, including free play. S/he may monitor some individual children/small groups in the classroom by observing their work, clarifying concepts and/or asking questions. However, the teacher does not systematically monitor children.</i></p>   | <p>The teacher <b>systematically monitors children</b> when they are engaging in independent/small group learning activities, including free play.</p> <p><i>For example: The teacher moves around the classroom and approaches individual children/small groups in a systematic way. S/he monitors most children in the classroom by observing their work, clarifying concepts and/or asking questions.</i></p>  |   |   |
| <p><b>4.3 ?</b></p> <p><b>The teacher adjusts teaching to the level of children</b></p>  | <p>The teacher <b>does not adjust teaching for children.<sup>8</sup></b></p>  | <p>The teacher <b>adjusts teaching, but this adjustment is slight and superficial.</b></p> <p><i>For example: During an activity where children have to write the first letter of their name, the teacher notices a child is finished and asks the child to write the letter over again. Another example is: when singing and action song (e.g., Itsy Bitsy Spider; Hands Shoulder, Knees and Toes), and a child is having difficulty keeping up, the teacher restarts the song. Alternatively, the teacher may slightly expand children's language. For example, in response to a child saying that they have feet the teacher says, "Yes, you have 2 feet."</i></p> | <p>The teacher <b>substantially adjusts teaching.</b></p> <p><i>For example: During an activity where children have to write the first letter of their name, a teacher notices the child is writing the letter quickly and well. The teacher says, "Let's work on the whole name!" Another example is, during an action song, the teacher notices a child is having trouble following the actions. The teacher responds by saying, "Let's do just the first three actions together."</i></p> <p>Alternatively, the teacher <b>adjusts by expanding children's language.</b></p> <p><i>For example: In response to a child saying that she has two feet, the teacher says "Yes you have 2 feet and you have 10 toes. Your toes are smaller than my toes." When a child shares that he thinks butterflies are pretty, the teacher responds, "Yes, butterflies are beautiful. They have many patterns on their wings."</i></p> |   |   |

<sup>6</sup> Observers should adhere to the following guidance when coding items 4.1 and 4.2: Low= Does not ask/monitor Medium = Less than half of children and High = More than half of children

<sup>7</sup> This behavior is scored as N/A if there is no observable group or independent work.

<sup>8</sup> Even if there is no perceived need for adjusting, if the teacher does not adjust teaching, this behavior is scored low.

*The teacher provides feedback to deepen child understanding.*

*The teacher provides specific comments or prompts<sup>9</sup> to help identify misunderstandings, understand successes, and guide thought processes to promote learning. This can be observed in the classroom through the following behaviors:*

| Score  | 1   | 2  | 3   | 4 | 5 |
|--|---|--|---|---|---|
| Behavior Quality Range   | LOW   | MEDIUM   | HIGH  |   |   |
|  | <i>In this classroom, the teacher is <b>ineffective</b> at providing feedback to deepen children's understanding.</i>   | <i>In this classroom, the teacher is <b>somewhat effective</b> at providing feedback to deepen children's understanding.</i>   | <i>In this classroom, the teacher is <b>highly effective</b> at providing feedback to deepen children's understanding.</i>  |   |   |
| <b>5.1 ?</b><br>The teacher provides specific comments or prompts <sup>9</sup> that clarify children's misunderstandings | <p>The teacher <b>either does not provide children comments/prompts about their misunderstandings OR the comments provided are simple evaluative statements</b> (e.g., "That is incorrect").</p> <p><i>For example: When a child answers a teacher's question incorrectly, the teacher responds by saying, "That is not the correct answer" and moves on.</i></p> | <p>The teacher <b>provides children with general or superficial comments/prompts about their misunderstandings.</b></p> <p><i>For example: While practicing numbers, the teacher says, "You forgot to include the number 3," without providing further information or prompts. Alternatively, during sensory play, a child mistakenly calls a pebble a "bead". The teacher says, "Those are pebbles, they don't have holes in them," but does not provide additional information to help clarify the child's misunderstanding.</i></p> | <p>The teacher <b>provides children with specific comments/prompts that contain substantive information that helps clarify children's misunderstandings.</b></p> <p><i>For example: The teacher says, "Do you remember which number comes after 2, but before 4? Let's look at the number chart on the board. Now, let's look at your answer. What do you see is missing?" Alternatively, during sensory play, a child mistakenly calls a pebble a "bead". The teacher says, "They are small like beads, but these are pebbles. Pebbles are actually a type of small rock. Remember we usually put string through our beads."</i></p> |   |   |
| <b>5.2 ?</b><br>The teacher provides specific comments or prompts that help identify children's successes                | <p>The teacher <b>either does not provide children comments/prompts about their successes OR the child answer's a teacher question correctly, the teacher responds by saying, "That is correct," and moves on.</b></p>  | <p>The teacher <b>provides children with general or superficial comments/prompts about their successes.</b></p> <p><i>For example: If children are drawing pictures about a story, the teacher says, "I like how you drew the character in the picture," without specifying what the child did that made it good. During an imaginary play game at the market, the teacher says, "You did a good job selling the customer food from your farm," but does not elaborate on why this was a good job and how this was well done.</i></p>  | <p>The teacher <b>provides children with specific comments/prompts that contain substantive information that helps identify children's successes.</b></p> <p><i>For example: If children are drawing pictures to summarize a story, the teacher says, "You do a good job showing how you think the character felt in the story by drawing a happy face. This picture shows that you think the character was happy." During imaginary play, the teacher says, "You did a good job selling the customer food from your farm. I liked that you told the customer how much the food cost and gave them change after they paid."</i></p>   |   |   |

<sup>9</sup> Prompts are pieces of information, such as guiding hints or questions, which are given by the teacher and encourage children to think through misunderstandings or identify successes.

**The teacher builds children's critical thinking skills.**

The teacher builds children's critical thinking skills by encouraging them to actively analyze content. This can be observed in the classroom through the following behaviors:

| Score  | 1   | 2  | 3   | 4 | 5 |
|--|---|--|---|---|---|
| Behavior Quality Range   | LOW   | MEDIUM   | HIGH  |   |   |
|  | <i>In this classroom, the teacher is <b>ineffective</b> at developing critical thinking skills.</i>   | <i>In this classroom, the teacher is <b>somewhat effective</b> at developing critical thinking skills.</i>   | <i>In this classroom, the teacher is <b>effective</b> at developing critical thinking skills.</i>   |   |   |
| <b>6.1 ?</b><br><b>The teacher asks open-ended questions</b><br><i>that require reasoning, explanation, or generalization or have more than one correct answer</i>   | <p>The teacher <b>does not ask open-ended questions OR asks only one open-ended question</b>. The teacher does not ask follow-up questions. The teacher may ask closed-ended questions that have a predetermined answer.</p> <p><i>For example: The teacher asks, "How are you" (open-ended) at the beginning of the class, but asks close-ended questions such as "Who is the main character in this story?" or "How old is your baby brother?" or "Which is greater, 4 or 6?" for the remainder of the observation.</i></p> | <p>The teacher <b>asks students at least 2 different open-ended questions but does not build on child responses, OR the teacher asks 2 open-ended questions, and 1 of which builds upon child responses by engaging in back and forth exchanges and asking children to justify their reasoning, further explain, or clarify their ideas.</b></p> <p><i>For example: The teacher asks two open-ended questions that may not be connected such as, "What do you think will happen if you put the big block on top of the small block?" and "Why do you think firetrucks have ladders?" Alternatively, the teacher asks, "How was your weekend?" When the child responds, "I played soccer," the teacher follows up with, "What do you like most about soccer?"</i></p> | <p>The teacher <b>asks children 3 or more different open-ended questions AND at least 1 of them builds upon child responses by engaging in back and forth exchanges and asking children to justify their reasoning, further explain, or clarify their ideas.</b></p> <p><i>For example: The teacher asks, "How do you think the main characters in the story should prepare for the competition?" After a child responds, the teacher follows up by asking, "What makes you think that?" S/he then asks another child, "What do you think happens next?" Later in the observation the teacher asks "What would you do if your pet ran away?" The teacher may also ask open-ended questions during social conversations with children. For example, the teacher asks, "How was your weekend? What was your favorite thing about the soccer game? What will you do next weekend if it rains?"</i></p> |   |   |
| <b>6.2 ?</b><br><b>The teacher provides thinking tasks</b><br><i>that require children to actively analyze content, as opposed to simply receiving information or building fluency (i.e., rote learning)</i> | <p>The teacher <b>does not provide thinking tasks</b>. Classrooms with no thinking tasks include those where children simply listen to the teacher or perform rote tasks.</p> <p><i>For examples, refer to the thinking task table on the next page.</i></p>  | <p>The teacher <b>provides superficial thinking tasks</b>. Superficial thinking tasks are tasks such as identifying concepts or key pieces of information. They also include applying learned techniques to tasks similar to those the teacher has already demonstrated.</p> <p><i>For examples, refer to the thinking task table on the next page.</i></p>  | <p>The teacher <b>provides substantial thinking tasks</b>. Substantial thinking tasks are tasks such as making predictions, identifying patterns, explaining thinking, making connections, and interpreting information. They also include applying learned information or techniques to new tasks the teacher has not demonstrated. Play is a substantial thinking task, as it involves many of the elements listed above.</p> <p><i>For examples, refer to the thinking task table on the next page.</i></p>  |   |   |
| <b>6.3 ?</b><br><b>The children ask open-ended questions or perform thinking tasks</b>   | <p><b>Children do not ask open-ended questions, nor do they perform thinking tasks.</b></p> <p><i>For examples, refer to the thinking task table on the next page.</i></p>  | <p><b>Children do not ask open-ended questions; however, they do perform superficial thinking tasks.</b></p> <p><i>For examples, refer to the thinking task table on the next page.</i></p>  | <p><b>Children ask open-ended questions</b> such as "What's your favorite color?"; "Which animal is the fastest?" or "What will happen if we mix the two colors together?"</p> <p><b>Alternatively, they perform substantial thinking tasks appropriate for their age.</b></p> <p><i>For examples, refer to the thinking task table on the next page.</i></p>   |   |   |

## Thinking Task Table

These examples are intended to help observers decipher what constitutes a thinking task and to differentiate between the quality levels. It is important to note that these examples are not comprehensive. In addition, context and children's learning levels should be weighed considerably when scoring 6.2 and 6.3.

|                                  | LOW   | MEDIUM   | HIGH   |
|----------------------------------|---|--|--|
| <b>1. Art/Craft</b>              | During a craft activity, children are expected to build a house and are given cutouts of the shapes and the pictures of the completed house. The teacher walks children through the process to build a house step-by-step, and children are required to follow the order and method the teacher demonstrates. For example, the teacher says, "The rectangle will be the door, we place it after the triangle roof." | During a craft activity, children are expected to build a house and are given cutouts of shapes and a picture of the completed house to follow. The teacher may give basic instructions/model the activity, but children are required to think autonomously about how to place and identify shapes that will form parts of the house—roof, doors, windows, etc.  | During a craft activity, the group is expected to build a house. The children are given cutouts of shapes from cardboard. The teacher then asks children to make a house from the different shapes provided.   |
| <b>2. Learning Letters</b>       | The teacher introduces the letter "A" on a flashcard and asks children to repeat the letter "A."  | The teacher asks children to identify and match letters of the alphabet with pictures of objects beginning with that letter.   | The teacher asks children to stand up if their name starts with the letter "A." Children listen to the teacher call out various letters/sounds and stand up when they hear the letter/sound associated with their name.  |
| <b>3. Storytime</b>              | Children listen to the teacher read a story.  | While reading a story, the teacher asks children closed-ended questions and/or to identify key aspects of the story, such as the protagonist (What was the girl's name?), the setting (Where did she like to play soccer?) and the sequence of events (What happened after she lost her soccer ball?). Children respond to the teacher's questions with specific details from the storybook.   | While reading a story, the teacher says, "Now I want you to predict what might happen next in the story," or "Why do you think the boy started to cry at soccer practice?" Children respond to open-ended questions by making predictions, "I think the boy will have fun playing soccer," or explaining their ideas, "The boy was crying because he lost his ball."   |
| <b>4. Science Experiment</b>     | When demonstrating a science experiment, the teacher fills a jar with water and covers the top with fabric material. S/he flips the jar and explains that the water will go through the lid because the fabric has holes in it. Children observe the experiment but are not given the opportunity to touch/reproduce the experiment. The teacher does not ask children questions.                                   | When demonstrating a science experiment, the teacher fills a jar with water and covers the top with fabric material. S/he flips the jar in order to demonstrate what happens to the water when covered by a fabric lid. The teacher asks children to touch the fabric and follows up with simple questions (i.e., "Is it wet or dry?"). S/he then explains that water went through the lid because the fabric has tiny holes in it. Children observe the teacher conduct the experiment, explore by touching the jar and fabric and describe their findings ("The lid is wet!") to the teacher. Children do not have the opportunity to extend their observations or make predictions. | When demonstrating a science experiment, a teacher fills a jar with water and covers the top with fabric material. Children share and discuss ideas and predict what will happen when the teacher flips the jar over. The teacher flips over the jar and the children observe and check their predictions by touching the jar and fabric lid. The teacher then works with children to complete the same experiment with different types of lids (fabric, paper, and metal). Children make predictions, replicate the experiment, and then observe and compare their findings. The teacher asks children to explain why they think the water went through some of the materials and not others. |
| <b>5. Fine Motor</b>             | During a fine motor activity, the teacher molds clay into the shape of a crocodile in front of the class as children watch. S/he may describe the process to mold the clay, but does not give children the opportunity to touch/create the shape for themselves.  | During a fine motor activity, the teacher creates a crocodile from clay. Children copy the teacher's model by creating a crocodile with their clay.  | During a fine motor activity, children are working with clay and are expected to make a shape of a crocodile. They have to imagine the shape and mold the clay into that shape.  |
| <b>6. Shapes and Sizes</b>       | The teacher shows children 10 sticks of different sizes. The teacher arranges the sticks while explaining that one is larger than the other. Children are not given the opportunity to arrange sticks for themselves.   | The children are given 10 sticks of different sizes. The teacher demonstrates how to arrange them in ascending order. Children then arrange the sticks like the teacher has.   | Children are given 10 sticks of varying sizes. The teacher asks them to arrange the sticks from smallest to largest.   |
| <b>7. Colors</b>                 | The teacher points at objects or uses flashcards to show the color "red." Children recite "red" after the teacher.  | While talking about colors, the teacher raises flashcards and asks children to name colors they have learned.  | The teacher asks children to identify the color red in the environment/classroom around them.  |
| <b>8. Numbers and Counting</b>   | The teacher shows children a picture of 6 girls and 3 boys. S/he counts each child in the picture and explains that there are more girls than boys. Children listen to the teacher and are not given the opportunity to count.  | The teacher shows children a picture of 6 girls and 3 boys. S/he counts each child in the picture and explains that there are more girls than boys. The teacher then gives each child a worksheet with the same picture of girls and boys. S/he instructs the children to count each child on the worksheet and identify if there are more girls or boys.  | The teacher asks children to count their classmates and identify whether they have more girls or boys in the classroom.  |
| <b>9. Categories and Sorting</b> | The teacher shows the class flash cards of various objects while describing them as "hard" or "soft." (e.g., This car is hard. This shirt is soft.)   | The teacher passes out a worksheet with various objects and instructs children to color the "hard" objects orange and the "soft" objects yellow.   | The teacher asks children to identify objects in the environment/classroom and label them as 'hard' or 'soft'.   |
| <b>10. Patterns</b>              | The teacher draws a pattern on the board and explains how to identify a pattern. Children do not replicate or create their own patterns.  | The teacher says, "Let's make a pattern with how we move" and demonstrates to the children how to "Jump, Step, Jump, Step". The children watch and perform the movement pattern along with the teacher.  | The teacher says, "Let's make a pattern with how we move." Children extend the pattern demonstrated by the teacher (Jump, Step, Jump, Step, Jump, Step) or create their own pattern (Jump, Step, Step, Jump). Children might also explain or teach their pattern to a classmate or the class.  |



# SOCIOEMOTIONAL SKILLS

AUTONOMY

PERSEVERANCE

SOCIAL AND COLLABORATIVE SKILLS



*The teacher allows children to make choices and encourages children to participate in the classroom.*

*The teacher provides children with opportunities to make choices and take on meaningful roles in the classroom. Children make use of these opportunities by volunteering to take on roles and expressing their ideas and opinions. This can be observed in the classroom through the following behaviors:*

Score

1

2

3

4

5

Behavior  
Quality  
Range

LOW

MEDIUM

HIGH

*In this classroom, the teacher is **ineffective** at developing children's autonomy.*

*In this classroom, the teacher is **somewhat effective** at developing children's autonomy.*

*In this classroom, the teacher is **effective** at developing children's autonomy.*

7.1 ?

**The teacher provides children with choices**

The teacher **does not provide children with an opportunity to choose their own activity, materials or where and how they play or participate in classroom activities.** The teacher decides how learning activities should be completed, without providing different options for how children can approach the task.

*For example: When learning about shapes, children must all draw the same shape. Alternatively, children must sit in order to complete classroom activities or do not have choices for play time. In this classroom the teacher decides which song or chant to sing.*

The teacher **explicitly provides children with the opportunity to make at least one choice, with two options to choose from.**

*For example: When learning about shapes, the teacher gives children the choice of drawing different shapes or searching for shapes in the classroom environment. The teacher may also allow children to select between two non-instructional choices. For example, the teacher may allow children to stand up or sit in a chair to complete the art activity. During play time, the teacher may allow children to choose between imaginary play (the children play make believe) or physical play (the children run, jump, dance). Alternatively, the teacher asks children, "Which song shall we sing? The Itsy Bitsy Spider or If You're Happy and You know it?"*

The teacher **explicitly provides children with the opportunity to make at least one choice, with three or more options to choose from.**

*For example: When learning about shapes, the teacher allows children to choose between drawing different shapes, searching for shapes in the classroom environment, or finding shapes in a picture book. The teacher may also allow children to select between three non-instructional choices. For example, the teacher may allow children to decide whether to stand up, sit in a chair or sit on the floor to complete the art activity. During play time, the teacher may provide children a choice between imaginary play (the children play make believe), physical play (the children run, jump, dance) or sensory play (the children play with seeds, stones, sand, leaves or other materials).*

**Alternatively, the teacher may also provide children with open-ended choices.**

*For example: The teacher asks, "Which song shall we sing next?" and children share many ideas about what song to sing.*

7.2

**The teacher provides children with opportunities to take on roles in the classroom**

**The classroom is mostly teacher directed and highly structured.**

*For example: Children's participation is limited to recall or rote activities. In this classroom, children never get the chance to come to the board or be a helper.*

The teacher **provides children with opportunities to take on limited roles in the classroom.**

*For example: Children help take attendance by counting the number of classmates. During music or art, children help by passing out or collecting materials and supplies. Limited roles also include housekeeping tasks, such as fetching water, wiping the board, or cleaning the classroom.*

The teacher **provides children with opportunities to take on meaningful roles in the classroom,** in which they are responsible for parts of a learning activity.

*For example: Children help lead morning meeting by saying the days of the week and talking about the weather in front of the class. During music or art, the teacher gives a child the opportunity to lead the class in a song or show or talk about their drawing in front of the class. While learning numbers, children may write on the board or be responsible for showing the number cards to the small group or whole class. Meaningful roles also include when a teacher asks a child to show a classmate how to do something. For example, a teacher may ask, "Can you show your friend how you put your shoes on?" or "Can you show your friend how to hold the book?"*

7.3 ?

**Children volunteer to participate in the classroom**

**The children do not volunteer to participate in the classroom by expressing their ideas and/or taking on roles.**

**Fewer than half of children volunteer to participate in the classroom by expressing their ideas and/or taking on roles.**

*For example: When the teacher asks a question about one quarter of children put their hand up; later when the teacher asks for help cleaning the room, about half of the children put their hand up.*

**More than half of children volunteer to participate by expressing their ideas and/or taking on roles.**

*For example: When the teacher asks a question, many children put their hand up to share their ideas. When the teacher asks for help passing out materials, many children raise their hands to help. The children might also volunteer without the teacher asking (e.g., a child offers to share about their pet after the teacher reads a book about animals).*

## SOCIOEMOTIONAL SKILLS

## PERSEVERANCE

*The teacher promotes children's efforts, has a positive attitude toward challenges, and encourages planning.*

*The teacher promotes children's efforts toward the goal of mastering new skills or concepts, instead of focusing solely on results, intelligence, or natural abilities. In addition, the teacher has a positive attitude toward challenges, framing failure and frustrations as useful parts of the learning process. The teacher also encourages children to engage in planning. This can be observed in the classroom through the following behaviors:*

## Score

1

2

3

4

5

Behavior  
Quality  
Range

LOW

MEDIUM

HIGH

*In this classroom, the teacher is **ineffective** at developing children's perseverance.*

*In this classroom, the teacher is **somewhat effective** at developing children's perseverance.*

*In this classroom, the teacher is **effective** at developing children's perseverance.*

## 8.1 ?

## The teacher acknowledges children's efforts

*rather than focusing only on results, intelligence, or natural abilities*

The teacher **does not acknowledge** children's efforts. The teacher only praises children for being "smart" or "intelligent," or only focuses on the outcome. The teacher does not focus on children's efforts or their process for mastering new skills.

*For example: The teacher says "Very good! You're the smartest child in the class," or "Well done! You're so smart!"*

In this classroom, the teacher **sometimes acknowledges** children's efforts but most praise is focused on outcomes or the child's intelligence.

*For example: When a child does well on an activity, the teacher says, "I know you put so much hard work into this!" but most times, the teacher praises children by saying they are "smart" or "intelligent."*

In this classroom, the teacher **frequently acknowledges** children's efforts toward mastering new skills or concepts, and identifies these efforts explicitly.

*For example: When a child correctly identifies the number "10" at the board, the teacher says, "I liked how you thought very carefully, and looked at all the numbers before choosing the number 10!" Alternatively, when a child is threading beads, the teacher focuses his/her attention and praise on the child's efforts/process by saying, "You're doing a good job holding the beads close to the string and being careful."*

## 8.2 ?

The teacher responds positively to children's challenges<sup>10</sup>

The teacher **responds negatively** to children's challenges.

*For example: The teacher explicitly scolds children for making a mistake or becomes visibly impatient with a child for taking time to understand an idea or complete an activity.*

The teacher has a **neutral attitude toward children's challenges**. Although the teacher does not penalize a child for making a mistake or taking time to understand 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 child appears frustrated because he has difficulty stacking and balancing blocks, the teacher responds by helping him in a neutral manner.*

The teacher **responds positively** to children's challenges and helps children understand that failure and frustration are normal parts of the learning process.

*For example: When a child is struggling with stacking and balancing blocks, the teacher says, "Remember it's okay to feel frustrated when we're practicing or learning something new. Let's think about how we might go about this." The teacher also encourages children to think through different strategies to help him (e.g., use the wall to help you stack the blocks, place the block gently on top of the other, ask a classmate to help).*

## 8.3 ?

## The teacher encourages planning in the classroom

The teacher **does not encourage** planning in the classroom.

The teacher **plans with and/or for the children**.

*For example: During play time, the teacher may walk a child through a plan for the block area (e.g., "First, place the large block on the ground. Next, add the squares for windows and doors. Finally, add the triangle for the roof.")*

*When introducing a learning activity, the teacher may take time to explain the activity sequence to the class. For example, the teacher says, "Today, we will learn new words. We will divide them into syllables. We will count the syllables and then say the word."*

*The teacher may also remind children of upcoming activities or routines. For example, the teacher says, "We are going to read a story, sing our song and then go to the bathroom."*

*Alternatively, the teacher may reference how classroom activities support short or long-term plans. For example, during recess the teacher says, "If you want to grow up strong, you must exercise while you're young."*

The teacher **explicitly encourages** children to engage in planning.

*For example: During morning circle, the teacher asks children, "What will you do if it rains today?" During physical play, the teacher asks children, "What game will you play first? Second?" Alternatively, the teacher may encourage children to talk or draw a picture about what they will build in the block center or what they want to be when they grow up.*

<sup>10</sup> These challenges may include making mistakes, scoring low on a test, or feeling frustrated when trying to understand a concept.

## SOCIOEMOTIONAL SKILLS

## SOCIAL &amp; COLLABORATIVE SKILLS

*The teacher fosters a collaborative classroom environment.*

*The teacher encourages children's collaboration with one another and promotes children's interpersonal skills. Children respond to the teacher's efforts by collaborating with one another in the classroom, creating an environment free from physical or emotional hostility. This can be observed in the classroom through the following behaviors:*

| Score  | 1   | 2  | 3   | 4 | 5   |
|--|---|--|---|---|---|
|  | LOW   |  | MEDIUM  |   | HIGH  |
| Behavior Quality Range   | <p><i>In this classroom, the teacher is <b>ineffective</b> at developing children's collaborative skills.</i></p>   |  | <p><i>In this classroom, the teacher is <b>somewhat effective</b> at developing children's collaborative skills.</i></p>  |   | <p><i>In this classroom, the teacher is <b>effective</b> at developing children's collaborative skills.</i></p> |
| <p><b>9.1</b></p> <p><b>The teacher promotes children's collaboration through peer interaction</b></p>   | <p>The teacher <b>does not promote collaboration among children.</b></p> <p><i>For example: The teacher does not provide any opportunities for children to share toys or work toward common goals in pairs or in groups.</i></p>  | <p>The teacher <b>promotes superficial collaboration among children.</b></p> <p><i>For example: The teacher asks children to share art materials, pencils, or a book. However, the children work independently and do not collaborate with each other. During imaginary play, the teacher may encourage children to share materials but does not encourage children to construct play routines or scenarios together. In a music class, this includes when a teacher asks children to sing together as a whole class or in groups.</i></p> | <p>The teacher <b>promotes substantial child collaboration</b> by encouraging children to work together to share ideas and work towards a common goal including producing a product or solving a problem.</p> <p><i>For example: During imaginary play, the teacher encourages children to construct play routines or scenarios together. The teacher says, "Your friend is cooking carrots. Why don't you tell him what you'd like to cook?" The teacher may also encourage children to make decisions together. For example, during recess, the teacher encourages children by saying, "Let's go ask your friends which games to play first." Alternatively, the teacher may encourage children working in small groups to complete a task that requires collaboration such as sorting sticks from smallest to largest by asking, "How can you work together to organize the sticks?"</i></p> |   |   |
| <p><b>9.2 ?</b></p> <p><b>The teacher promotes children's interpersonal skills,</b></p> <p><i>such as perspective taking, empathizing, emotion regulation, and social problem solving<sup>11</sup></i></p> | <p>The teacher <b>does not promote children's intra- or interpersonal skills.</b></p>   | <p>The teacher <b>promotes children's intra- or interpersonal skills in a brief or superficial manner.</b></p> <p><i>For example: The teacher tells children to "Help each other" during small group work, asks a child to "Say you're sorry" to a classmate, or encourages children to take turns being the mother during imaginary play. However, the teacher does not explain why these behaviors are important.</i></p>  | <p>The teacher <b>promotes children's intra- or interpersonal skills</b> by encouraging perspective taking, empathizing, emotion regulation, or social problem solving.</p> <p><i>For example: While reading a story about a character who is blind, the teacher pauses to ask children to imagine what it would be like if they couldn't see. The teacher may also acknowledge children's emotions. For example, the teacher says, "I can see you're crying because your classmate bumped into you during the class race. Let's take some deep breaths and then go talk to your classmate about it." Later the teacher encourages the child to share his feelings with the classmate.</i></p> <p><i>See FAQ 9.2 for more examples.</i></p>   |   |   |
| <p><b>9.3</b></p> <p><b>Children collaborate with one another through peer interaction</b></p>   | <p>Children <b>do not collaborate OR when children interact with one another they display negative behaviors.</b></p> <p><i>For example: While pretending to cook food or engage in imaginary play, children purposefully exclude 1 or more of their peers.</i></p> <p><i>See the FAQs and Footnote for items 2.1/2.3 regarding negative/misbehaviors in the classroom.</i></p> | <p>Children <b>collaborate superficially.</b></p> <p><i>For example: Children share art materials in a small group, but they complete their drawings independently and do not collaborate with one another. During imaginary play, children cooperate in the same space but there may also be minimal instances where children display negative behaviors (e.g., teasing, pushing); however, these behaviors are isolated, minor and/or playful (i.e., no child is upset) and are not a core characteristic of the classroom.</i></p>      | <p>Children <b>collaborate with one another by working together to share ideas and work towards a common goal including producing a product or solving a problem.</b></p> <p><i>For example: Children may engage in imaginary play together. Children may also work together to make decisions such as which game to play. Alternatively, children work in small groups to complete a task that requires collaboration such as sorting sticks from smallest to largest. There are no displays of negative behavior.</i></p>   |   |   |

<sup>11</sup> *Perspective taking: The ability to consider a situation from a different point of view.*

*Empathizing: The ability to recognize and share another's emotions.*

*Emotion regulation: The ability to effectively manage and respond to an emotional experience.*

*Social problem solving: The process that an individual goes through to solve an interpersonal problem.*

*This may involve applying aspects of perspective taking, empathizing, or emotion regulation to a social situation.*

# FREQUENTLY ASKED QUESTIONS

## Protocol

### **(0) How do I code the observation if there is more than one teacher in the classroom?**

If there is more than one teacher in the classroom use the following guidance. During whole class instruction, observe the entire class. For instance, if the assistant teacher responds to a child's need (e.g., ties a shoe) while the lead teacher is reading a story, the assistant teacher's response would be captured under 1.3. If children are split into small groups (e.g., at tables), the observer should focus on the lead teacher only and ignore activities and/or disruptions happening in other groups. If the lead teacher has given the children whom he/she is working with an activity it counts as a learning activity even if children working with teachers at other tables do not have a learning activity. Conversely, if the lead teacher has not given a learning activity to his/her small group but other teachers have, this is not considered a learning activity because the lead teacher has not given the activity. Similarly, if the lead teacher is effectively redirecting misbehavior in his/her group but the teacher leading other groups in the classroom are not, the behavior 2.3 score could be still be a high, depending on the other evidence in the lead teacher's group.

## Time on Task

### **(0.1a) When the class is in transition, how do I know when the transition has ended?**

Transitions occur in most classes. As indicated in the manual, consider what most of the children are doing and if the teacher is providing opportunities to learn. A transition officially ends when most children are provided with the next learning activity. For example, if the teacher says, "Take out your notebooks and begin practicing the letter P", but children have not yet taken out their workbooks at the time of the snapshot, this is still considered a learning activity as the teacher has provided a learning activity for most children. However, the children may be off task.

### **(0.1b) How do I code the snapshot if a learning activity happens concurrently with administrative activities?**

Even though the teacher is doing administrative tasks (which are considered nonlearning activities), it counts as a learning activity if most children are provided with a learning activity. For example, while taking attendance, a teacher may say letters in alphabetical order and ask children to raise their hands when the first letter of their name is called. Alternatively, the teacher takes attendance while children are drawing.

### **(0.1c) Can you clarify what it means for a learning activity to be 'explicitly embedded' within routine activities?**

Routine activities such as meals and naptimes are non-learning activities (unless a learning activity is explicitly embedded). An explicitly embedded learning activity may include a teacher instructing children to sort their orange slices cut in the shape of circles from smallest to largest. Alternatively, as children are transitioning to naptime, the teacher may lead the class in reciting a song or poem about naptime. The teacher might also read a book aloud to children while they are resting.

### **(0.2) Are children off task if they leave the room during the snapshot?**

They are counted as off task. If children leave the room before the snapshot, observers should not count them as off task.

## Quality of Teaching Practices

### **(1.1) Must a teacher use children's names to treat a child respectfully?**

In some cultures, the use of names may not be a common sign of respect. If the teacher does not use names but exhibits other signs of respectful behavior (e.g., the teacher uses terms of endearment to refer to children, uses a respectful form of a word, or speaks to children in a warm tone of voice), this may still be scored a high.

### **(1.2a) Is nonverbal communication counted as positive language?**

Although praise for children may come in many forms, behavior 1.2 seeks evidence of "positive language." As such, nonverbal communication, such as clapping or smiling, does not impact the overall score. However, if the teacher makes a statement such as "Let's clap for him/her", this is counted toward positive language—not because of the applause, but because the teacher verbally communicates positive language.

### **(1.2b) What is considered "consistent" positive language? Specifically, where should I draw the line between a medium and a high score?**

Both the consistency and the quality of the comments should be taken into consideration. For example, if a teacher simply says, "You are such a talented group of children" and "Awesome!" in a 15-minute segment, it is weighted more heavily than the teacher saying "Good" four times. However, if the teacher says "Very good" seven times, this would constitute a high rating. The following basic thresholds may be used as a loose guide to determine scoring: 0 instances of positive language constitutes a low score, 1–4 instances is a medium score, and at least 5 instances is a high score.

**(1.3a) If a child needs to go to the bathroom, is that considered a need?**

Yes, although the examples in the manual have to do with providing materials or emotional support, please remember that these are simply examples and are not comprehensive. Any observable emotional, material, or physical needs are captured here. If a child needs to go to the bathroom, that could affect how s/he pays attention during the class, and it is important for the teachers to address. It is important to note, what is not captured here is a child's need to understand academic content as this is captured when the teacher adjusts teaching (behavior 4.3).

**(1.3b) During a partner activity, the teacher rearranges partners to include a child without a partner. Does this count as responding to a child's need?**

Yes, although rearranging children in the classroom is not automatically considered responding to a child's need, if a child does not have a partner or group for an activity and the teacher rearranges children to include the child, then this is considered to be addressing a child's need. For this to count, there must be an identifiable need—e.g., the child either has to visibly not have a partner, or the teacher might ask, "Who doesn't have a partner?", and the child responds that s/he does not have a partner.

**(1.3c) Does asking a child if s/he has a specific need automatically count as responding to a child's need?**

No, a teacher simply asking if a child has a need does not necessarily count as responding to a child's need. For example, if the teacher asks children if they are hungry in an attempt to engage them, this does not automatically count as responding to a child's need. However, this is scored a medium if a child indicates the perceived need does indeed exist by indicating s/he is tired or hungry, or if it is clear that a child is tired or hungry. If the teacher addresses the problem by giving that child something to eat, this is scored a high.

**(1.3d) Can we count needs that are not child-initiated?**

Yes. Children's needs can be addressed without a child explicitly initiating the need. For example, a teacher who is reading a picture book in front of the class may move closer to a child who is visibly having trouble viewing the book. In this case, the teacher is responding to a child's need without the child having to explicitly express his/her need.

**(2.1) How are behavioral expectations different from directions or instructions for an activity?**

Behavioral expectations focus on the expected behavior during an activity, whereas instructions for an activity focus on the steps required to complete an activity. For instance, the teacher may provide instructions for an activity by saying, "Color the triangles blue and the squares red"—this tells children what they need to do to carry out the activity. On the other hand, the teacher may state behavioral expectations by saying, "If you have any questions, quietly raise your hand"—this sets clear behavioral expectations for children to follow during the activity.

**(2.3a) How to I code misbehavior the teacher doesn't see?**

If neither the teacher nor the other children are bothered by the misbehavior (e.g., sleeping), and it is not disruptive to the flow of the activity, the behavior 2.3 score could be still be a high, depending on the other evidence in the classroom. For example, if children are displaying negative behaviors, the score for behavior 9.3 may be affected.

**(2.3b) Can you clarify what it means for a child to be "misbehaving"?**

Two factors may be considered when deciding if the child is misbehaving: if the child is causing a disruption in the classroom (distracting children who are trying to pay attention), OR if the teacher is bothered by this disruption. If neither the teacher nor the other children are bothered by the misbehavior (e.g., sleeping), and it is not disruptive to the flow of the activity, the behavior 2.3 score could be still be a high, depending on the other evidence in the classroom.

**(3.1) Children are discussing a story for class. The teacher says, "Today we're going to talk about [title of the story]." Does this count as stating the activity objective?**

An objective should say why the class is doing the activity, rather than what activity children will be doing. For example, an activity may be to read a book about the forest and to answer questions based on the text, while the objective of the activity may be to learn about the different parts of a tree. In this case, although the teacher clearly defines the activity for the class, there should be some objective to explain why children are reading the story (to learn about trees). This, this statement alone does not count as an explicit definition of the activity objective.

### **(3.2a) What do we mean by ‘form of representation’?**

Forms of representation refer to the way that teachers represent and explain concepts and/or provide learning activities to children. This includes any instance of a teacher presenting concepts and/or learning activities, including during free play. Examples of the six forms of representation commonly used by teachers in the ECE classroom include the use of:

- **Spoken language** (e.g., The teacher verbally explains concepts and/or learning activities while children listen. This includes when the children listen to the teacher read a story, or when the teacher plays spoken language heard via radio, video or other technologies for the children.)
- **Music** (e.g., The teacher sings, chants, and/or engages in other musical forms. The children may or may not sing/chant along. This includes when the children listen to music and/or sounds heard via radio, video or other technologies.)
- **Text** (e.g., The teacher writes letters, words or numbers on the board. This includes when children look at printed text on flashcards, posters, worksheets or projected on a screen.)
- **Visual Aids** (e.g., The teacher shows children pictures, posters, picture books and other graphics to explain concepts and/or learning activities. This includes other visual forms such as sign language, images found in video (or other technologies) as well as items found in nature and/or the classroom environment.)
- **Concrete Objects** (e.g., The teacher provides children the opportunity to manipulate physical items such as worksheets, books, toys, and other materials. This includes opportunities for children to use Braille or other tactile based languages. The teacher may also create opportunities for children to learn concepts or engage in learning activities through smell or taste.)
- **Movement** (e.g., The teacher provides opportunities for the children to dance, exercise or participate in other activities that help children understand concepts or learning activities through body movement.)

### **(3.2b) The teacher uses three or more forms of representation; however, the explanation s/he gives is incorrect. Do I still score this a high?**

Yes, if the teacher’s explanation of concepts and/or the learning activity includes three or more forms of representation, this is still scored a high. This behavior does not assess the accuracy of content, but rather, how the content is delivered. Thus, if the teacher’s explanations are wrong but accompanied by three or more forms of representation, 3.2 is still scored a high. This element does not require observers to discern correct from incorrect material.

### **(3.2c) How do I score this behavior if the teacher uses different forms of representation during the observation, but they are not related to the same concept or learning activity?**

The forms of representation a teacher uses during the observation do not have to relate to the same concept or learning activity. For example, if a teacher reads a story (spoken language) and shows the class pictures in the story book but later guides the children in an unrelated action song, this behavior would be coded high for multiple forms of representation.

### **(3.3a) What exactly counts as children’s daily lives and how is it determined to be “meaningful?” Do teachers have to make connections to content in order to be scored a high?**

The teacher needs to explicitly state how the content is related to the children’s lives, rather than observers inferring what they think is related to children’s lives. If the teacher only mentions objects children may encounter in their daily lives, such as “let’s count the flowers”, this is not considered a meaningful connection. However, if the teacher makes an explicit statement that connects to children’s lives, such as “Here is a flower like the one we have in the garden”, that would be an attempt to make a connection. It is not necessary for teachers to make connections to the current or previous activities to score a high.

### **(3.3b) What counts as making connections to other content knowledge? Does recalling what was learned previously count as a connection?**

It may—particularly if the teacher attempts to explicitly connect the activity to the past content knowledge. For example, if the teacher says, “Remember how we learned about insects yesterday? Today we’re going to learn about caterpillars, which are a type of insect”, this is scored a high because the teacher explicitly connects new content to past content. If the teacher simply recalls what was learned previously without making an explicit connection to the current activity, this is scored a low. For example, the teacher may say, “Yesterday we learned about insects. Today we’re going to learn about caterpillars.”



**(3.4a) I'm having trouble with modeling. How do I know when I see it? What should I specifically look for in modeling?**

Modeling a procedure or skill will mirror what children are asked to do in that activity or in the near future. Teachers can model by enacting the procedure (showing how to perform a task) or thinking aloud. Cognitive modeling, or a “think aloud,” refers to when a teacher explicitly discusses a thought process or strategy to children by thinking through the challenge aloud (e.g., how to use strategies to help you add). When the teacher enacts a procedure, s/he shows all, or some, of the steps in a process for a complete or partial model. Showing the end product could look different across disciplines; however, it essentially gives children an example for which to strive.

**(3.4b) Does modeling always have to happen before the activity?**

Although the traditional idea of modeling is when the teacher enacts or thinks aloud a task and then children complete the same activity, modeling does not always have to take place before the activity. Modeling can occur whenever the teacher enacts a procedure, provides assistance and/or thinks aloud regardless of whether it is at the beginning or end of the activity. For this to occur, it is important that the enacted task or presented think aloud is the same as the task children are expected to perform or have performed. Modeling can occur at the end of class if the teacher walks children through the thinking process as s/he solves a problem. However, simply revealing the answer to a learning activity or a math problem is not considered modeling.

**(3.4c) What is the difference between an instructional explanation and modeling?**

To model for children, the teacher needs to perform the task or parts of the task s/he is asking children to do. This is different than giving them directions or explaining an activity as it involves teacher demonstration. The teacher may also demonstrate his/her thinking process as part of the modeling. If the task is to learn the meaning of new words in a text and the teacher simply provides children with a definition of a word, this may contribute to a clear explanation (3.2), but it does not necessarily constitute modeling. An example of modeling is if the teacher were to demonstrate how s/he uses context clues to think aloud and to find the meaning of a word. For example, the teacher may say, “When I don’t know the meaning of a word (in this case, “tidy”), I reread the sentence, and think about the context, here I read....., therefore I know this means when things are clean or are put away in the right place.”

**(3.4d) I am still having trouble with identifying modeling. Any other tips?**

To determine whether the teacher has modeled, ask yourself:

1. What is the learning activity? What are children being asked to do or learn? Did the teacher show children what this process or skill looks like?
2. Is the thing children are being asked to do a process or a thinking skill?
  - a. If children are asked to do a thinking skill, the teacher has to do a think aloud to be scored a high. If the task is procedural, the teacher should show children all steps in the process.
  - b. Children then complete a similar activity.

**(3.4e) If the teacher models a procedure—sorting, for example—but then children are requested to do a different sorting activity, is it considered modeling?**

If children do some of the procedure, it could be partial modeling. However, if what children do is unrelated to the procedure shown by the teacher, it does not count as modeling. So, while the activity does not need to be identical, some or all of the procedures modeled need to be included in the activity to be counted as evidence toward modeling.

**(3.4f) Can children and teachers co-construct a model, or should it be entirely teacher-led?**

Although we often think of teachers presenting a model for the benefit of the children, some cases arise where modeling is not completely led by the teacher and the children may be a part of the process. For example, a child and the teacher work together to model how to draw a picture of their classroom and share materials. The teacher may also model by performing hand and/or body movements while she narrates the words to an action song (e.g., Head, Shoulders, Knees and Toes).

**(4.1a) Can an activity be a way to check for understanding?**

It is important to stick to the manual by remembering that the teacher can use multiple strategies to check for understanding. Questions asked by the teacher can be written or verbal, which would also be inclusive of an activity. For instance, the teacher may ask children to arrange sticks from smallest to largest during a math activity. Alternatively, a teacher may ask children to reproduce a pattern drawn on the board. In both cases, the teacher systematically checks most children for understanding. Checking homework (or work that was assigned prior to the observed segment) is counted toward checking for understanding if it is clear that the content of the work is related to what the children are currently learning. Remember also that if the children are learning about art or music and all children are given an art activity or are asked to sing/perform an action song, this behavior would be scored a high.

**(4.1b) How do I know what constitutes an “effective” check for understanding? Specifically, what is the difference between a medium and a high score?**

This behavior is designed to capture the extent to which the teacher makes an effort to check if children understand the content. In an effective check for understanding, the teacher gives individual children the opportunity to show what they know. For example, a highly effective way to check for understanding is by having children come to the board to perform a task. This is classified as such because the teacher is able to see the extent to which each individual child understands and is able to complete the task; however, this system does not allow for the teacher to gain information about MOST children’s understanding. What differentiates between a medium and a high score is whether the teacher gains information on MOST children’s understanding over the course of the observation. For example, a highly effective way a teacher could determine most children’s understanding is by asking them to demonstrate using their fingers the correct answer to “How many oranges did the father buy in the story?” This behavior does not capture if the teacher does something with that information (this is captured in behavior 4.3).

**(4.2a) During independent/group work the teacher walks around but does not approach or talk to children at all. Does this count as monitoring?**

Yes. The teacher can verify children’s understanding without providing comments; at times it is difficult to tell whether the teacher is looking at children’s work as s/he walks around the classroom. Thus, if the teacher simply walks around the classroom during independent or group work, this is scored a medium. Visual cues should also be taken into account: e.g., the teacher points to children’s work, leans in, or says something observers may not be able to hear. If the teacher is observed monitoring most children in this way, it may be scored a high. Note that monitoring children’s independent and group work can only occur when the children are presently doing the work. If a teacher goes around to check children’s homework, this would not count towards 4.2, but may count toward 4.1 if the homework is related to the content of the current activity (see 4.1a FAQ).

**(4.2b) If a child is playing independently, does this count as independent work? How do I score play time?**

During play time, children may be simultaneously working independently (e.g., one child building blocks alone) and in groups (three children pretending to be making dinner in the dramatic play area). The presence of both independent and group work does not alter how this behavior is scored. If groups are meant to be working independently, without the teacher, this behavior should be scored based on the evidence of the teacher monitoring. The teacher must walk around the classroom and engage with children’s work/play to be scored as high in this element.

**(4.2c) Does a teacher have to be physically walking around to count towards monitoring?**

No. Explicit visual monitoring of the students can also count. For example, if children are building blocks in a circle around the teacher and the teacher is seen monitoring the children visually (e.g., systematically pointing at each individual child’s blocks), this could also count towards monitoring.

**(4.3) Most of the adjustment examples are about explanation of content. Are there other ways a teacher could adjust?**

Although the teacher may effectively adjust by further explaining content, adjusting teaching means giving more opportunities to learn, so the teacher may also do this in other ways. For example, the teacher may give more time to finish a task, provide children who finish early with additional or more advanced tasks, or provide feedback. Sometimes an overlap between feedback and adjusting teaching may occur, since the teacher can comment on children’s work and adjust teaching; however, not all feedback should be counted as adjusting. The teacher may also adjust by preparing before the activity in order to accommodate the different needs or learning levels of children. This includes the teacher preparing a special space in the classroom so that a child with a learning disability can more easily participate. Alternatively, the teacher could also adjust ahead of time by accommodating children’s various learning levels such as having workstations or activities of different complexities already prepared. Another example of adjusting is changing the language of instruction to facilitate understanding of a learning concept. For example, a teacher might switch from the language of instruction to a local language in order to explain a word or concept to children.

**(5.1/5.2) There is only one instance where the teacher provides specific comments. Is this enough for scoring a high?**

Yes, but it depends on the quality of the teacher feedback. If the teacher gives one comment and provides substantive information about what a child did well on or helps clarify misunderstandings, this could be scored as a high. For example, while giving feedback to a child, the teacher may say, “I see you wrote the letter B. Now try making those two bumps touch the middle line and then the bottom line”. However, if the comment is somewhat vague or in the form of a hint, this would likely be considered a medium. For example, while children are completing independent work the teacher may circulate and tell a child, “Don’t write it there, start writing it from here” or “Leave room between the words.” These comments are not specific.

**(6.1) The teacher asks many open-ended questions but does not give children a chance to respond or answers on behalf of children. How should I score this?**

This is a good example of what may distinguish a high from a medium. If a teacher asks many open-ended questions but does not give children a chance to respond or answers on behalf of the children, then the teacher cannot build upon children's responses. Thus, this is scored a medium. To score a high, the teacher must ask open-ended questions AND build upon children's responses.

**(6.1/6.2) Does asking open-ended questions count as providing a thinking task?**

No. The teacher asking an open-ended question would count toward behavior 6.1 but not 6.2. Refer to the Thinking Task Table for examples of thinking tasks the teacher could provide that would count toward evidence for behavior 6.2.

**(6.2/6.3) How do I score this behavior if children are completing a worksheet? How do I know if the worksheet includes a thinking task or not?**

If it is impossible to determine what is on the worksheet, this would not count toward a thinking task. Remember, you can only score what you see or hear. If you receive some indication of what is on the worksheet (e.g., through the teacher's instructions or children's questions), score the task according to the quality ranges outlined in the manual.

**(6.2/6.3) Does the teacher have to give all children a thinking task in order to score a high?**

As long as the teacher provides a thinking task to at least 1 child, or similarly if at least 1 child participates in the thinking task, this behavior would be scored a high.

**(6.3) Does answering open-ended questions count as performing a thinking task?**

Answering an open-ended question counts as performing a thinking task if children perform a thinking task with their answer. For example, after reading a story, the teacher could ask, "How do you think the main character felt after losing the competition?". If a child responds, "I think he felt sad because he practiced very hard, and really wanted to win the competition", this would count as performing a substantial thinking task (6.3) as a child is explaining his/her thinking.

**(7.1a) Can an open-ended question/task count as providing children with choices?**

If the teacher asks an open-ended question, this would not automatically count as a choice. An open-ended task could be counted toward the teacher providing children with choices if the teacher's instructions explicitly imply s/he intends for children to make a choice. For example, before the children transition to play time, the teacher could say, "Which game or activity are you going to today?" and as such would count towards providing choice(s).

**(7.1b) The children were playing with different things when I began my observation. Does this automatically count as a choice?**

No. It is important to remember that observers can only code things they see and/or hear in the classroom. In this case, if you did not observe the teacher explicitly providing the children with choices then this should not count towards 7.1.

**(7.3a) What contributes as evidence toward volunteering?**

What is captured under this behavior is whether children are volunteering information or simply doing as required in a certain situation. Reciting information in call-and-response fashion or responding in unison to the teacher's questions in a rehearsed or expected fashion—e.g., all children answering "Yes" when the teacher asks, "Do you understand?"—does not count as volunteering to participate in the classroom. Similarly, children clapping, after the teacher asks them to do so, does not count as volunteering.

Although the example in the manual is "children raise their hand," children are also volunteering information when they answer questions without being called upon. Therefore, even if they do not raise their hand, if most children volunteer answers in response to the teacher's questions, this is still scored a high. For example, the teacher may ask, "Who knows the answer?" If most children call out their responses (with or without raising their hand) (e.g., "Me!" "The answer is 5!" etc.), then this is scored a high; if only a few children answer, then it is scored a medium.

**(7.3b) What if we see that the number of children volunteering differing throughout the observation?**

You may very well see differences in the number of children volunteering throughout the observation. In these cases, please take the average participation for your final score. For example, in a class of 30, if only 1 or 2 children volunteer to answer the first question, all children volunteer to answer the second question, and 5–6 children volunteer to answer the last question, the behavior would be scored as a high.

**(7.3c) The children are participating in a song/chant, does this count as volunteering?**

No, participating in a song/chant does not count as volunteering. It would, however, count towards 0.2 (Children are on task), as evidence of engagement. It is important to remember the difference between children volunteering to participate by expressing their ideas and taking on roles and doing what is required of them during certain activities. Songs/chants are typically teacher-driven and the entire class is expected to participate.

**(8.1a) What if children do not seem to be making any effort in the class? How do I score this behavior?**

If the teacher does not acknowledge any effort, even if s/he does not provide any tasks or questions that seem to challenge children or they do not seem to be making any effort, this should still be scored a low. Teachers can always find things children are doing or have done (e.g., recent homework or sitting quietly) that can earn them acknowledgment for their efforts, even if it seemed to be easy for them.

**(8.1b) What is the difference between acknowledging children's effort (8.1) and using positive language (1.2)?**

Acknowledging children's effort includes comments that focus specifically on the work and effort of the child. While acknowledging children's effort may also count as positive language, a comment that constitutes positive language does not necessarily constitute acknowledging children's effort. For example, "You have made so much progress on your writing! I can tell you have been practicing!" is a comment that counts toward positive language AND acknowledging children's effort. "Good job!! You are such a fast writer!" is an example of positive language but does NOT count toward acknowledging children's effort.

**(8.2a) If no mistake is observed, how can I tell the teacher's attitude toward challenges?**

As the 3 choices are low, medium, and high, the teacher's attitude will always fit into 1 of those 3 categories. Any question could be a challenge to children, so watching the teacher throughout the segment should provide enough information to code this behavior. If the teacher has a neutral attitude, does not get angry/impatient, or does not scold or penalize children for making mistakes, then it is scored a medium.

**(8.2b) The teacher did not scold a child but did seem annoyed. How should I score this?**

The example of a negative attitude toward challenges includes "scolding," but it is important to consider other forms of negativity, such as annoyance and impatience. It is important to take cultural differences into consideration (like for 1.1).

**(8.2c) In scoring positive attitude toward children's challenges, should I consider the "best" incident or the average over the course of the segment?**

For this behavior, observers should consider the average attitude of the teacher over the course of the segment. For example, the teacher might show a positive attitude toward children's challenges when a child makes a mistake and the teacher says, "It's okay, we're learning." However, if besides that isolated incident the teacher consistently and explicitly scolds or becomes impatient with children, this is scored a low or a medium (depending on the balance of incidents over the segment). However, if no clear indications of a negative attitude arise, then one instance of a positive attitude is enough to make the score for this behavior a high.

**(8.3) Before transitioning to play time, the teacher asks, "What will you do in the kitchen area?" Does this count as encouraging planning in the classroom?**

Yes. The teacher can encourage planning in the classroom by asking children how they intend to use their time during play time. Because this evidence is focused on encouraging children to engage in planning, this behavior is scored a high.

**(9.1/9.3) What if children are working on art project (e.g., a mural) but are completing the sections independently?**

If the children are working independently on portions of an art project and are not collaborating, this behavior would be scored low, even if they are contributing to a class project. On the other hand, if there is evidence of high collaboration among children (e.g., working together to paint one section of a mural), this behavior would be scored a high.

**(9.2) How could a teacher promote perspective taking, empathizing, emotion regulation, and social problem solving?**

*An example of perspective taking is:* A boy gets upset because his classmates excluded him from a game. The teacher encourages perspective taking by explaining to the boy that his classmates might not have known that he wanted to join in the game, and then encouraging him to ask them if he could participate.

*An example of empathizing is:* When a group of children are teasing a classmate, the teacher promotes empathy by asking the group members to consider how they would feel if they were the ones being teased.

*An example of emotion regulation is:* When a child is upset, the teacher promotes emotion regulation by providing strategies for the child to deal with his or her emotions, such as taking a deep breath or counting to 10.

*An example of social problem solving is:* There is a problem between two children. The teacher encourages social problem solving by acknowledging the issue, recognizing children's emotions, and suggesting they brainstorm a solution together. The teacher may also intentionally model interpersonal skills; for example, the teacher may demonstrate how to stand up to a bully.

**What if I still have a question?**

Read, read, **read** the manual and these FAQs. If your question remains unanswered, ask your trainer or email [teach@worldbank.org](mailto:teach@worldbank.org). It is much better to address your question than to make an assumption and incorrectly code an observation segment.

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**“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*

