



Teacher Classroom Observation Training Facilitator's Guide

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1. Introduction

Congratulations on Facilitating the International Rescue Committee's Teacher Classroom Observation Training!

Teacher quality is the key to helping improve children's holistic learning outcomes. The IRC, in partnership with NYU Global TIES for Children, has created this Teacher Classroom Observation instrument and supporting materials to 1) assess teaching practices in the areas of time on task, general pedagogy, classroom management, and emotional support as well as 2) serve as a tool to support the continued professional development of teachers, as well as 3) continuously monitor the uptake of teacher trainings into teacher practice.

This 2-day TCO training will provide observers with the skills they need to conduct a classroom observation in a way that produces high quality data. Specifically, this training is designed to remove as much subjectivity as possible from the observation process and has been shown to produce high levels of inter-rater reliability among new users.¹

By the end of the 2-day TCO training trainees will:

- ☐ Have a clear understanding of why we do Teacher Classroom Observation and the purposes it serves:
 - Collect data on the quality of teacher practice and the implementation of teaching practices promoted as part of the Learning in a Healing Classroom Teacher Training.
 - Provide coaches and program staff with quality standards on teaching practices
- ☐ Know **why** they must be subjective and recognize their own cognitive biases
- ☐ Know all of the items on the tool and how to score each item
- ☐ Practice using the tool
- ☐ Have **the same understanding** of how to score each item

The Teacher Classroom Observation instrument and supporting materials have been developed and tested in an effort to reach a better understanding around “what works” and “for whom” in improving learning outcomes for children living in crisis and conflict settings.

We are happy to share these materials with a wider audience, but emphasize this iteration of the TCO is still under development. The IRC and NYU are compiling evidence to improve the tool and create a next iteration where we can test more thoroughly and in different contexts.

Thank you and happy observing!

IMPORTANT NOTE: This tool is NOT intended to be used for assessing teacher performance or selecting/hiring teachers. Using TCO data to conduct comparison across teachers should be avoided unless measures are in place to ensure that the inter-rater reliability is high. See the **TCO Guidance Note** for detailed use of the instrument.

¹ See Teacher Classroom Observation Evidence Note for more information.

2. TCO Use and Adaptation

Evaluation vs. Formative Use of the TCO

The TCO can be used for both *evaluation* and *formative* or routine coaching purposes. The training can be adjusted depending on how the data will be used with the full TCO Training recommended for evaluation purposes and an abbreviated training being integrated into a coaching training for formative purposes.

►► Formative Training

Guidance on how to shorten the training for trainees who will only be using the TCO for formative purposes

Use the full, evaluation version of this training if:

- 1) You want to understand the impact of the program or even compare average scores between two time points (baseline/endpoint).
- 2) Plan on using data collected from the TCO to allocate program resources (e.g. more coaching sessions for teachers with a low score).

In sum, anytime you compare TCO scores when two or more different people observe you need to ensure there is high inter-rater agreement between your observers and that the tool is picking up actual differences in teacher practice and *not* differences in rater perception. The full training is designed to allow for this cross-teacher/rater comparison.

If you want to use the tool for coaches to observe and support teachers, then inter-rater agreement is not important. In this case, the coach uses it as a guide to learn where to support the teacher and standardize coach support, but data is not aggregated across raters. Formative use of the TCO consists of coaches individually observing teachers to track their teachers' progress and tailor their coaching support. **If you are using the TCO for formative purposes only, then we suggest integrating this training into a coaching training.**

Who Conducts the Training?

The training should be facilitated by a technical expert in teacher professional development and practice and/or education with a deep understanding of the context in which the observations take place—potentially the same facilitator as the Learning in a Healing Classroom training. Two facilitators are recommended as the training includes small group work where two individuals, at least, are needed to listen to conversations in order to clarify interpretations of the items. One facilitator should speak the language most commonly spoken in the classrooms observed.

Who Are the Trainees?

Trainees are either external enumerators hired to collect data as part of an evaluation (recommended for evaluation purposes) or teacher coaches (recommended for formative purposes). In some cases, coaches are asked to serve as enumerators, in which case the

adaptation that includes the module on “coach vs. observer” needs to be emphasized in order to ensure objectivity.

If hiring external enumerators for an evaluation it is recommended to hire more than needed to attend the training and then having those that “pass” conduct the observations. Below is a suggested protocol:

- 1) Hire enumerators to participate in the training (10% more than needed for the evaluation).
- 2) Conduct training and note which enumerators are scoring similarly to the trainer and/or with each other. Enumerators scoring as “outliers” should not be retained for observations. For example, if you have 10 raters and 8 of them scored an item as a 2 and one scored a 1 and another a 4—the one that scored as a 4 is an outlier.
- 3) Have enumerators go to the field in pairs (two enumerators per observation) to test the inter-rater reliability.
- 4) If inter-rater reliability is high, these enumerators can be used in the future to observe classrooms.

Scoring the TCO

For researchers and evaluation: For researchers or those using the TCO for evaluation purposes, particularly in a new context, it is recommended to first establish factorial validity and reliability of the TCO instrument. If the measure is psychometrically sound, then we recommend that evaluators use factor scores to understand how teacher practice and classroom quality relate to other outcomes of interest.

For monitoring: Inter-rater reliability should be established before using the instrument to compare across teachers—even for monitoring purposes. However, for those using the instrument for monitoring or formative purposes, a mean score per section is sufficient. A mean score can be calculated by dividing the scores of each item by the total possible score.

For coaching: If coaches are using the TCO to guide their coaching practice, then scoring is not required at all or mean scores can be established and used at an individual teacher level (no comparisons across teachers).

Adapting the TCO

Additionally, this Facilitator’s Guide was initially piloted in Lebanon, and may contain a few elements that are specific to that context. In this case, an “Adaptation Guide” box will be included to provide information on how to readjust the training to fit other contexts.



Adaptation Guide

Guidance on how to replace elements from the training that may not be available in your context will be given as such.

Lastly, you will find throughout this Facilitator's Guide a number of "Tip" boxes meant to highlight alternative activities you can consider, or other pieces of advice to help you prepare and implement the training. Below is your first tip:

3. Preparing for the Training

Adaptations

Translation: Materials are provided in English and may need to be translated. In the case of needing translation, we recommend the following:

Translate the instrument into the required language → Back translate into English and check for equivalence → Revisit any items with changed meaning before re-translating.

Preparing Videos: The videos provided in this training package are filmed in Arabic as examples. Videos in training context need to be shot ahead of time for training purposes.

- Film 3-5 different teachers as they complete an entire lesson.
- The videos can be filmed using a phone or tablet, but should be on a tripod to make watching easy.
- Film before the lesson to make sure everything the teacher says is clearly audible and that the camera is set up in a way that allows the viewer to see most of the classroom.
- Watch the videos and complete the TCO ahead of time using the videos to categorize them as "low, medium, and high".

Reference Files

- ☐ [Facilitator's Guide](#)
- ☐ [Training Presentation](#)
- ☐ [Teacher Classroom Observation Tool](#)
- ☐ [Classroom Video 1 - Low](#) (50 mins)
- ☐ [Classroom Video 2 - Medium](#) (34 mins)
- ☐ [Classroom Video 3 - High](#) (50 mins)
- ☐ [Classroom Video 4 - Medium \(optional\)](#) (50 mins)
- ☐ [Classroom Video 5 - Medium \(optional\)](#) (42 mins)
- ☐ [Inter-Rater Reliability Testing Excel Spreadsheet](#)
- ☐ [Printed Agenda](#)
- ☐ [Handout 1: TCO Instrument](#)
- ☐ [Handout 2: Observer vs. Coach Hats](#)
- ☐ [Handout 3: Cognitive Bias Bingo](#)
- ☐ [Handout 4: What If Scenarios](#)
- ☐ [Handout 5: FAQ for teachers](#)

Supplies Required

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Flipcharts | <input type="checkbox"/> Tape |
| <input type="checkbox"/> Markers | <input type="checkbox"/> Name tags (optional) |

- ☐ Pens
- ☐ Blank paper

- ☐ Post-its (optional)

*All materials should be downloaded, including videos, ahead of the training in order to provide completely offline if necessary.

4. Training Agenda

The training sessions outlined in section 4 are meant to be modular and can be assembled and arranged in a way that fits your training needs. Below, are two examples of training agendas covering all the sessions, one for an evaluation training, and the other for a formative training.

Evaluation Training

Sample Agenda			
Day 1	09:00 - 09:45	45min	Session 1: Welcome and Introduction
	09:45 - 10:00	15min	Session 2: Why Teacher Classroom Observation?
	10:00 - 10:45	45min	Session 3: Getting to Know the Tool
	10:45 - 11:00	15min	Break
	11:00 - 12:00	60min	Session 4: What Makes a Good Observer?
	12:00 - 13:15	75min	Session 5: Becoming Objective
	13:15 - 14:15	60min	Lunch break
	14:15 - 14:30	15min	Session 6: Using the Tool for Measurement
	14:30 - 15:45	75min	Session 7: Scoring Guide Review
	15:45 - 16:00	15min	Break
	16:00 - 16:45	45min	Session 7: Scoring Guide Review (continued)
	16:45 - 17:15	30min	Conclusion
Day 2	09:00 - 10:00	60min	Session 8: Review Recap

	10:00 - 10:30	30min	Session 9: Observation Protocol
	10:30 - 10:45	15min	Break
	10:45 - 13:00	135min	Session 10: Practice
	13:00 - 14:00	60min	Lunch break (and inter-rater reliability testing)
	14:00 - 15:30	90min	Session 10: Practice (continued)
	15:30 - 15:45	15min	Break (and inter-rater reliability testing)
	15:45 - 16:30	45min	Session 10: Practice (continued)
	16:30 - 17:00	30min	Conclusion

Formative Training

Sample Agenda			
Day 1	09:00 - 09:30	30min	Session 1: Welcome and Introduction
	09:30 - 09:45	15min	Session 2: Why Teacher Classroom Observation?
	09:45 - 10:15	30min	Session 3: Getting to Know the Tool
	10:15 - 11:15	60min	Session 4: What Makes a Good Observer?
	11:15 - 11:30	15min	Break
	11:15 - 12:15	60min	Session 5: Becoming Objective
	12:15 - 13:15	60min	Lunch break
	13:15 - 14:30	75min	Session 7: Scoring Guide Review
	14:30 - 14:45	15min	Break
	14:45 - 15:00	15min	Session 8: Review Recap
	15:15 - 16:15	60min	Session 9: Practice

	16:15 - 16:30	15min	Session 10: Observation Protocol
	16:30 - 17:45	15min	Conclusion



Adaptation Guide

If the training participants are new to TCOs and classroom observations in general, you may want to spend up to three days conducting the training to ensure that all the training objectives have been met. You can extend Session 10: Practice by including the additional steps outlined in that session.

5. Training Sessions

Session 1: Welcome and Introduction

Duration: 45 minutes

Presentation: Slides 2-4

Preparation required: Projected presentation slides, flip chart, markers, blank paper or name tags, post-its, printed agendas

Objective: Get to know one another, the objectives and agenda of the training, and break the ice.

Step 1: Welcome [Slide 2]

Step 2: Introductions

- ☐ Ask the participants to write their name on paper tents or name tags.

Step 3: “Favorite Teacher” Icebreaker [Slide 3]

- ☐ Ask: “Who was your favorite teacher and why?”
- ☐ Write the qualities of excellent teaching on the flipchart.

Tip: Alternatively, you can skip Slide 3 and ask participants instead to write on post-its at least one thing they worry about in the training, and one thing they hope to learn about or improve on. Prepare two flipcharts in advance for the participants to stick the post-its to. Make sure to either have the participants share what they wrote with everyone, or have them review them individually at the end of the training to compare the training outcomes against their initial expectations.

Step 4: Overview of objectives [Slide 4]

- ☐ Review the TCO training objectives.

Step 5: Overview of agenda

- ☐ Go through the agenda and invite participants to take a look at their printed copies.

►► Formative Training

If this training is done with coaches, they will most likely already know each other—in which case the introduction portion can be reduced and this session can be shorter.

Session 2: Why Teacher Classroom Observation?

Duration: 15 minutes
Presentation: Slides 5-6
Preparation required: N/A

Objective: By the end of the session, participants will be able to:
- Explain the importance of Teacher Classroom Observations (TCO)

Step 1: Objective [Slide 5]

- ❑ Say: “Today we will talk specifically about the importance of Teacher Classroom Observations and how to conduct them.”

Step 2: Ask the room

- ❑ Ask: “Why do we use TCOs?” Example answers include:
 - To understand each teacher’s performance
 - To be able to mentor teachers according to their strengths and weaknesses
 - To collect and respond to data on program performance indicators
 - To understand how teacher performance impacts student learning outcomes
 - To identify topics for TLCs

Step 3: Debrief [Slide 6]

- ❑ Say: “All of these objectives can only be achieved if we use the TCO in an objective manner, which is one of the main learning goals of this training.”

Session 3: Getting to Know the Tool

Duration: 45 minutes
Presentation: Slides 7-10
Preparation required: Handout 1: Retention teacher Observation Tool

Objective: By the end of the session, participants will be able to:
- Understand the basic format of the TCO

Step 1: Introduction of the tool [Slide 7]

- ❑ Explain that the TCO serves as a constant reminder of what teachers learned during the training and it measures to what extent teachers are applying what they learned in the classroom. **It is NOT used to judge the teacher on their performance, but to see to what extent teaching practices are being used in the classroom for the particular lesson observed.**

Step 2: Review the items [Slide 8]

- ❑ Distribute copies of **Handout 1: Teacher Classroom Observation Tool**.

Teacher Observation Form 1/4

Steps for a successful observation:

1. Arrive 15 minutes before the lesson starts in order to greet the teacher and explain what you will be doing.
2. Find a comfortable spot in the back of the class where you can remain nearly invisible to both the teacher and students.
3. Do not speak to the teacher or the students, or interrupt the class in any way, during the duration of the lesson observed.
4. Take notes and observe for 20 minutes, stop and score for 10 minutes.

Overview

Site Name	
Observation Date (dd/mm/yyyy)	
Teacher Name	
Observer Name	
Observed Class Subject	
Class Level	

Section I. Time on Task

1. Punctuality Did the teacher begin and end the class on time?	<input type="checkbox"/> YES <input type="checkbox"/> NO
2. Class Duration What was the duration of the class (in minutes)?	_____ minutes
3. Time on Non-Academic Activities How many minutes of the class time were spent on non-academic activities? (unacknowledged interruptions, transitions, announcements, inefficient time management)	_____ minutes
4. Time on Learning How many minutes of the class time were spent learning (e.g. teacher lecturing, students working on activities)?	_____ minutes

Handout 1: Teacher Classroom Observation Tool

- ❑ Review each section of the tool and explain how it is capturing different dimensions:
[Slide 9]
 - a. Overview
 - b. Time on Task
 - c. Teaching Practices
 - d. Classroom Management
 - e. Emotional Support
- ❑ Invite a participant to read through each item (but not the guidance yet) and check that everyone understands every single item.

Step 3: Review the scaling [Slide 10]

- ❑ Ask: “Why a 1-4 scale?”
- ❑ Explain that:
 - Yes/No indicators miss out on the **quality** aspects of teaching and classroom management practices.
 - It’s important to not have a “middle answer” because when it is neither 0 nor 100% complete, the default will be the middle, but there is a lot between 0 and 100. The two middle scales force the observer to choose between 25-50% and 50-75%.
 - **More** scales would be better, but it gets more complicated that way. 4 is good for keeping it simple, yet valid.
 - This is the **general rule**, but each item needs to be reviewed to understand the difference between a 2-3 and a 3-4:

1 = No evidence of the behavior

This means that the teacher didn’t try to implement this item.

2 = Behavior was attempted, but failed or poorly executed

This means that the teacher tried it, but didn't do a good job at it. Even if they tried it well a few times, it was successful only half the times they tried it or less.

3 = A good effort was made on the behavior, but improvement still needed

This means that the teacher tried it, and mostly succeeded (maybe between 60 to 90% of the time).

4 = Exemplary

This means that the teacher tried it and succeeded almost always (over 90% of the time).

Session 4: What Makes a Good Observer?

Duration: 1 hour

Presentation: Slides 11-13

Preparation required: Pens, handout 2: Observer vs. Coach Hats

Objective: By the end of the session, participants will be able to:

- Identify the difference between visiting a classroom as a mentor and as an observer

Step 1: Role play

- ☐ Ask: "What do you think are the special qualities that an observer must have?"

[Slide 11]

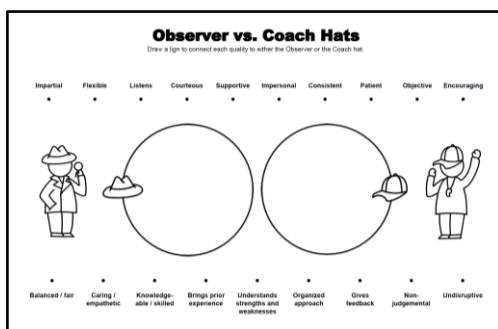
- ☐ Explain: "The Observer has different qualities than a coach or a supervisor. When you become an observer you need to put on a special hat. When you are wearing this hat—it means that you are giving up certain "human" qualities to become more like a computer. A computer doesn't feel or judge. You will only observe and record. This session will help you remove certain qualities that make it hard to only observe and record."

►► Formative Training

More time can be spent on this section if coaches are being trained to be observers/data-collectors. If external enumerators are hired, then Step 1 can be skipped.

Step 2: Observer vs. Coach activity

- ☐ Distribute copies of **Handout 2: Observer vs. Coach Hats**.



Handout 2: Observer vs. Coach Hats

- ❑ Invite participants to connect each of the words on the page to either the Observer Hat or the Coach Hat.

Tip: You can start the activity by connecting one of the adjectives together as an example. For instance, you can ask the participants who should be “encouraging,” an observer or a coach? Once you have done this first example, they can do the remaining words.

- ❑ Ask: Which descriptions were difficult? What were the qualities that observers and mentors share? Show slide 12 with the answers. [Slide 12]

Step 3: Debrief [Slide 13]

- ❑ Ask: What could keep an observer from being objective?

Session 5: Becoming Objective

Duration: 1 hour and 15 minutes

Presentation: Slides 14-27

Preparation required: Pens, handout 3: Cognitive Bias Bingo

Objectives: By the end of the session, participants will be able to:

- Explain how subjectivity and cognitive biases can influence their observation
- Identify different types of cognitive biases

►► Formative Training

Trainers can go through this section faster if tool is being used for formative purposes (60 mins)

Step 1: Subjectivity and Cognitive Biases

- ❑ Say: “Now we will talk about how each of you need to become objective in order to be accurate teacher observers and raters.” [Slide 14]
- ❑ Show an abstract painting by Jackson Pollock. [Slide 15]
- ❑ Ask: “Raise your hand if you think this painting is a good painting. Do you like it?” (For those who said they like it, ask: “How much money would you pay for it?”)
- ❑ Say: “Two people can look at the same thing and see it completely differently because of subjectivity, which is defined as: **When someone’s judgment is shaped by personal opinions and feelings.**”
- ❑ Ask: “What if I were to tell you before showing the painting that there exists specific criteria for what makes a good painting? What if it was proven that a good painting meant a lot of squiggly lines intersecting using many different colors. That a good

painting was black, red, yellow, white and blue? Would that change whether this painting is good or bad?"

- ❑ Say: *"Without the subjectivity and **with** clear criteria—it would be easier for everyone to be **objective** and more people would say it is a good painting."* (Side note: This is a Jackson Pollock painting that sold for \$140 million!) [Slide 16]
- ❑ Say: *"We can also be subjective when observing a lesson. The thought processes that cause us to be subjective are called cognitive biases. As an observer you need to be aware of your cognitive biases and how they might influence how you score a teacher during an observation."*
- ❑ Ask: *"Just from looking at these pictures—which teacher do you think is better? Why?"* [Slide 17]

Tip: To incite more responses to this question, you can add more prompts such as: "Let's say the man is 50 years old, and the woman is 24" or "Let's say he has a PhD in teaching, she has a high school education."

- ❑ Say: *"This was a test for cognitive bias! Being older, more educated, or more confident doesn't mean you're a better teacher. That's why we talk about bias, because these things might influence how you perceive a teacher."*
- ❑ Invite a participant to read slide 18. [Slide 18] Say: *"We all have biases. It is impossible not to have them, but if we become aware of them—then we can have a better chance of recognizing them and removing them to become more objective."*
- ❑ Say: *"There are different types of cognitive biases that make you subjective. There exist many cognitive biases, but these are some of the common ones."* [Slide 19]
- ❑ Read slide 20. [Slide 20] Say: *"**Anchoring** is when your first impression of the teacher influences all of your observations."*
- ❑ Read slide 21. [Slide 21] Say: *"**Recency** is when the last 10 minutes of an observation sticks in your mind as the most important and you take those last 10 minutes and weigh it more heavily than the rest."*
- ❑ Read slide 22. [Slide 22] Say: *"**Confirmation bias** is when you already have an idea of how you think the teacher will teach, so you tend to notice only those things that re-confirm your beliefs."*
 - Example: "If I heard my entire life that New Yorkers are rude, and then I go in New York, and meet 10 people that are nice, but only 1 who's rude, I'd think "I knew it! I knew that New Yorkers are rude!"
- ❑ Read slide 23. [Slide 23] Say: *"The **Ostrich effect** is when you ignore negative information when things are going badly. You "bury your head in the sand" like an ostrich. For example, the teacher could be doing a poor job so you don't want to give the whole observation as much attention and you don't want to give them a bad score, so you ignore some of the negative things and highlight the few positives."*
 - Example: An example of people being ostriches is with their boyfriends and girlfriends, when they try to only see the good things in them.

- ❑ Read slide 24. [Slide 24] Say: “**Over-confidence** is when you feel like the task is easy for you so you quickly go through it and miss things. Or you are **so** sure that you know how the teacher will do that you don’t do a very meticulous job.”
- ❑ Read slide 25. [Slide 25] Say: “**Salience** is when you only pay attention to the obvious or outlier events and ignore the more subtle ones.”
 - Example: “You know a teacher who is usually calm and quiet. They may yell once during class, but because it was so surprising, you remember it more and let it influence the rest of the observation scores.”
- ❑ Read slide 26. [Slide 26] Say: “**Selective perception** is when your expectation of how you think the teacher will do is more important than your reality—for example, you may really like the teacher so you highlight the good and ignore the bad.”
- ❑ Read slide 27. [Slide 27] Say: “**Stereotyping** is when something about the teacher influences your scoring—how they are dressed, their gender, what they look like, etc. Perhaps they are very messy dressed, so you assume that the classroom management isn’t very good and that influences how you mark them.”
- ❑ Say: “You can transition from being a subjective to an objective observer when you are aware of and remove your cognitive biases. By reviewing the items in the TCO together one-by-one, we will remove as much subjectivity as possible so that we all score lessons in the same way.”

Step 2: Cognitive Bias Bingo activity

- ❑ Distribute copies of **Handout 3: Cognitive Bias Bingo**.

Cognitive Bias Bingo <small>Identify the cognitive bias based on the definition or example given by the facilitator. If you get three in a row (horizontally, vertically, or diagonally), yell “Bingo!”</small>		
ANCHORING BIAS	OSTRICH EFFECT	SELECTIVE PERCEPTION
STEREOTYPING	FREE	CONFIRMATION BIAS
RECENCY BIAS	OVER-CONFIDENCE	SALIENCE

Handout 3: Cognitive Bias Bingo

- ❑ Read the above-mentioned definitions of cognitive biases (one by one) or give an example of each bias, and wait for the participants to recognize them in the bingo sheet. Whoever gets 3 in a row first wins!
- ❑ Debrief with the participants, and ask if they feel confident about recognizing their own biases.

Session 6: Using the Tool for Measurement

Duration: 15 minutes

Presentation: Slides 28-31
Preparation required: Blank paper

Objective: By the end of the session, participants will be able to:
- Understand why inter-rater reliability is important

►► **Formative Training**

Inter-rater reliability is not as crucial if the program has zero intention of comparing teachers. If the TCO will only be used by coaches to support their coaching, then this session can be skipped.

Step 1: Ice-breaker activity [Slide 28]

- ☐ Ask each participant to take a blank piece of paper and close their eyes.
- ☐ Give participants (with their eyes closed) step-by-step instructions on how to fold the piece of paper until they make a paper boat. Instructions can be as follows:
 - *“Hold the paper in front of you, with the longer side being vertical.”*
 - *“Take the top half of the paper, and fold it in half along its long side.”*
 - *“Grab the two top corners, and fold down so that they line up at the center.”*
 - *“Grab the loose flaps at the bottom of the paper, and fold them up against the bottom of the two folded triangles.”*
 - *“Grab the corners of the rectangle that are sticking out and fold them in.”*
 - *“Use your fingers to open up the bottom of the triangle to pop into a diamond shape.”*
 - *“Arrange your paper so that the closed corner of the diamond points upward.”*
 - *“Fold the bottom flaps upward, aligning them with the top corner.”*
 - *“Open up the bottom of your new triangle with your fingers to pop into a diamond shape.”*
 - *“Gently pull the two sides apart to make a paper boat.”*
- ☐ Ask participants to open their eyes and compare between what they each built.
- ☐ Say: *“Even though I gave the exact same instructions to everyone, the end result is different because each person understood the instructions differently.”*

Step 2: Definition of inter-rater reliability [Slide 28]

- ☐ Ask: *“What is inter-rater reliability? Has anyone heard this word before?”* [Slide 29]
- ☐ Invite a participant to read slide 30. [Slide 30]
- ☐ Explain the importance of data comparability. For example, let’s imagine we’re in a meeting with the Education program coordinator, and we have to decide to allocate additional resources to support specific teachers. We see that the low scoring teacher is teacher 3, and might think that is the teacher that needs the most support.

But it could be that teacher 3's score is low not because they're bad, but because the person who observed them is stricter in their scoring. [Slide 31]

Session 7: Scoring Guide Review

Duration: 2 hours

Presentation: Slides 32-33

Preparation required: Pens, flipchart, markers, handout 4: "What If" Scenarios

Objective: By the end of the session, participants will be able to:

- Understand each item in the TCO, its definitions, and how to score each item

Step 1: Introduction [Slide 32]

- ☐ **Explain:** "Everyone has to have the exact same understanding of what a quality teacher and classroom looks like in order for this tool to give us accurate data. The next exercise, we will go through each item of the tool and discuss scenarios of what it might actually look like in a classroom and how to score it."

Step 2: Group work [Slide 33]

- ☐ **Distribute** copies of **Handout 4: "What If" Scenarios**.

"What if" Scenarios <small>Go through each discussion question or scenario below and discuss in your group.</small>				
Section II. Teaching Practices				
4. Lesson Objective	1) No evidence/negative	2) Some effort	3) Good effort	4) Exemplary
The teacher states the lesson objective at the start of the lesson and explains how activities connect to the objective.	The teacher does not state the lesson objective.	The teacher states the objective, but does not link the activities to the objective.	The teacher states the objective, but does not link the activities to the objective.	The teacher clearly stated the lesson objective at the beginning of the lesson and linked all of the activities back to the objective.
4.a. What if?	The teacher gives a very well structured lesson on even and odd numbers. All of the activities clearly helped students understand the differences between even and odd numbers and the content was organized with a great balance of explanation and practice. However, she never stated the objective—it was just clear given the activities. What would you score?			
4.b. What if?	The teacher starts the class by saying that they will be learning about odd and even numbers. The teacher then explains odd and even numbers and does a set of different activities to let students practice odd and even numbers, however, the teacher never states or explicitly links the activities to the objective of mastering the differences between odd and even numbers. What would you score?			
7. Feedback	When a student makes a mistake, the teacher gives no feedback or just says "the correct answer."	When a student makes a mistake, the teacher gives no feedback or just says "the correct answer."	When a student makes a mistake, the teacher gives feedback, but does not consistently or respectfully connect to the student's effort.	When a student makes a mistake, the teacher consistently gives comprehensive feedback or appropriately connects the student's effort.
7.a. What if?	The teacher has students come up to the board and copy the letter "S"—as well as write a word that starts with the letter "S." One student has a hard time writing the letter "S" so the teacher takes the student's hand in theirs and guides them to writing the letter and then has the student sit down and has another student come to the board to practice. What would you score?			
7.b. What if?	The teacher is having the students repeat vocabulary words back as a whole group and then asks one student to repeat back the phrase. The student mispronounces the phrase and the teacher states it again and the student repeats it back again. The teacher says "Good job!" and then continues on to the next student. What would you score?			

Handout 4: "What if" Scenarios

- ☐ **Do** one scenario all together as a group. Read the scenario and have everyone rate it individually.
- ☐ **Invite** participants to raise their hands if they scored a 1 and note the number of hands. Do this for each score (2, 3, 4). Discuss if there is a wide distribution of scores.
- ☐ **Split** the participants into smaller groups of 3-4 people.

Tip: If the group of teacher mentors operate in different geographic areas, it may be best to form groups in a way that allows for participants from different locations to work together.

- ☐ Ask participants to discuss how they would rate the remainder of the scenarios within their groups.

- ☐ Create this table below on a flipchart while the participants doing the group work:

	Group 1	Group 2	Group 3	Group 4	Group 5	...
Scenario 6.a.	1	1	2	1	1	
Scenario 6.b.	3	4	2	1	3	
Scenario 7.a.	3	3	3	4	3	
Scenario 7.b.	2	3	2	2	2	
...						

- ☐ Reconvene to discuss how each group scored each scenario.
- ☐ Go through each item one by one and ask the groups to raise their hand if they scored a 1 and note that number in the table. Do this for each score (2, 3, 4) and for each scenario. This will give you a sense of the distribution for each scenario.
 - If 90% of the raters scored a 3 or 4, for example, the item is fairly well understood.
 - If it's not the case, for example if equal numbers of raters scored a 1 and a 4, mark that item and go back to it to clarify.

	Group 1	Group 2	Group 3	Group 4	Group 5	...
Scenario 6.a.	1	1	2	1	1	
Scenario 6.b. X	3	4	2	1	3	
Scenario 7.a.	3	3	3	4	3	
Scenario 7.b.	2	3	2	2	2	
...						

- ☐ Refer to the table below for the appropriate scoring of each scenario:

Section II. Scenarios	Score (1-4)	Section III. Scenarios	Score (1-4)
6.a.	1	15.a.	2
6.b.	3	15.b.	1
7.a.	2*	16.a.	2
7.b.	2**	16.b.	3
8.a.	3	17.a.	2
8.b.	2	17.b.	4
9.a.	1	18.a.	3
9.b.	3	18.b.	4
10.a.	2	19.a.	3
10.b.	3	19.b.	2
11.a.	2	20.a.	3
11.b.	3	21.a.	2

12.a.	2	22.a.	3
12.b.	3		
13.a.	3		
13.b.	4		
14.a.	2		
14.b.	4		

* The teacher doesn't let the student practice afterwards and it is only for one student.

** The teacher does not elaborate at all, just repeats again.

Step 3: Conclusion

- ☐ Recap the training so far.

Session 8: Review Recap

Duration: 1 hour

Presentation: Slides 34-35

Preparation required: Pens, blank paper

Objective: By the end of the session, participants will be able to:

- Refresh their memory for what they have learned up until this point in the training

Step 1: Quiz [Slide 35]

- ☐ Show the review quiz slide.
- ☐ Discuss the answers.

Step 2: Teaser for remainder of training

- ☐ Introduce the remaining training objectives, including going through the TCO observation protocol, and doing a lot of practice.

Session 9: Observation Protocol

Duration: 30 minutes

Presentation: Slides 36-38

Preparation required: Handout 5: FAQ for teachers

Objective: By the end of the session, participants will be able to:

- Understand the steps of conducting an observation

Before raters actually go to classrooms, review this protocol with them.

Step 1: Classroom observation steps [Slide 37]

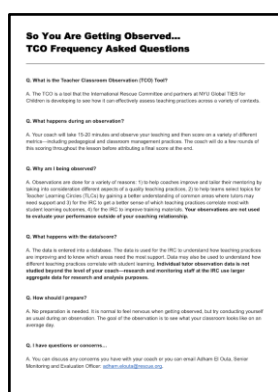
- ☐ Explain the steps for how to complete a classroom observation:
 - Arrive in the classroom before the next lesson begins so that you can observe one **entire** lesson.
 - Introduce yourself to the teacher. Explain why you are there (for training purposes) and to just teach as he/she normally would. Ask the teacher what the topic of the lesson is and review the lesson plan.
 - Sit towards the back and make yourself as invisible as possible.
 - Do not communicate with the teacher, interrupt or ask the teacher questions (you are wearing your observer hat!)
 - Observe the lesson for 10-15 minutes while taking detailed notes, then take 10 minutes to score. Take another 10-15 minutes to do nothing but take notes and observe and then score for 10 minutes again. Make sure that it is not “outlier” events that are influencing the scoring, but that you score the teacher as a whole from the two observations.
 - After the lesson is over. Thank the teacher for their time and leave the classroom.

Step 2: Discussion [Slide 38]

- ☐ Ask: “Why score three times?”
- ☐ Discuss and talk about how Recency Bias and Saliency Bias are more likely to happen if one spends 45 mins watching a session. They will only remember those events that marked them the most (saliency) or those events that were in the last 10 minutes (recency). By splitting up the observation in this way, you are decreasing the chances of those biases.

Step 3: Teacher FAQ

- ☐ Distribute copies of **Handout 5: FAQ for teachers.**



Handout 5: FAQ for teachers

- ☐ Explain that the purpose of the FAQ is to answer any questions teachers who are being observed might have about the observation process.
- ☐ Invite participants to review the FAQ individually or in pairs.
- ☐ Discuss the content of the FAQ and how best to share it with teachers.

Session 10: Practice

Duration: 4 hours and 30 minutes (*if formative: 90 minutes*)

Presentation: Slides 39-43

Preparation required: Three classroom videos (high, medium, and low), flipchart, markers, tape

Optional: Inter-Rater Reliability Testing Excel spreadsheet, additional classroom videos

Objective: By the end of the session, participants will be able to:

- Have a clearer understanding of how to score teachers using the TCO

►► Formative Training

Trainers can go through this section faster if tool is being used for formative purposes (60 mins). Have everyone watch a video and discuss how they would use the tool to help the teacher understand their own practice.

Step 1: Introduction [Slide 40]

- ☐ Explain that now the participants will watch videos and fill out the observation tools.

Tip: It is recommended that you watch the classroom videos ahead of the training to get a sense of what items might be ambiguous and note them down in order to ask the participants about them later.

|| Adaptation Guide

If you do not have classroom videos readily available, you may want to conduct the practice scoring in an actual classroom. You should, however, make sure to prepare the logistics of such visits in advance, so as not to be too disruptive for the students and the teachers.

Step 2: Practice Video 1 Scoring [Slide 41]

- ☐ Play Classroom Video 1.



Classroom Video 1 (Low)

Tip: It is preferable to start with the low or medium quality classroom videos first, as those

will likely highlight more issues with inter-rater reliability to discuss with participants.

- ☐ Ask the participants to score the video individually.
- ☐ Create this table below on a few flipcharts taped together while the participants are watching the video:

Item	1	2	3	4	5	6	7	8	9	10	...
Score 1											
Score 2											
Score 3											
Score 4											

Tip: Alternatively, you can insert the scores into the [Inter-Rater Reliability Testing Excel spreadsheet](#). **The alpha should be .6 or higher.** You can continue watching more videos until the team has a high enough Alpha.

Step 3: Practice Video 1 Discussion [Slide 42]

- ☐ Go through each item and ask the participants to raise their hand if they scored a 1 and note that number in the table. Do this for each score (2, 3, 4) and for each item.

Item	1	2	3	4	5	6	7	8	9	10	...
Score 1	6	0	0	0	0						
Score 2	5	6	11	0	0						
Score 3	1	6	1	12	7						
Score 4	0	0	0	0	5						

- ☐ Go through the items where raters disagreed and ask: *“For those who thought it was a 1, why? For those who thought it was a 2, why? For those who thought it was a 3, why? Etc.”*
- ☐ Clarify any issues for those items with a lot of disagreement. Discuss the pedagogical theory behind it, if helpful.
- ☐ Conclude the video 1 discussion once you feel confident that the raters have enough clarity on the confusing items. You can move to video 2 after a break.

Step 4: Practice Video 2 Scoring and Discussion [Slide 42]

- ☐ Repeat Steps 2 and 3 for the second classroom video.



Classroom Video 2 (Medium)

Step 5: Practice Video 3 Scoring and Discussion [Slide 43]

- ☐ Repeat Steps 2 and 3 for the third classroom video.



Classroom Video 3 (High)

[Optional] Step 6: Additional Practice

- ☐ Schedule additional practice as needed, until you feel that the training objectives have been met, and the inter-rater reliability is high enough.

II Adaptation Guide

Additional practice can be done by:

- Viewing additional classroom videos (see training materials);
- Coming up with additional “what if” scenarios; and/or
- Conducting mock observations in an actual classroom environment.

You can choose to only do two videos instead of three for a refresher training. If that's the case, it is preferable not to view the high quality classroom video.

Session 11: Conclusion

Duration: 30 minutes

Presentation: Slide 44

Preparation required: None

Objective: By the end of the session, participants will be able to:

- Recap the training

- ☐ Recap the training by reviewing the following checklist to ensure all the training objectives have been met:

- ☐ Participants have a clear understanding of why we do Teacher Classroom Observation and the purposes it serves:
 - Providing data on the quality of teachers (and thereby the quality of our trainings)
 - Presenting quality standards on teaching practices
- ☐ Participants understand their role as an observer and the difference between a good observer vs. coach

- ☐ Participants know ***why*** they must be subjective and can recognize their own cognitive biases
- ☐ Participants know all of the items on the tool and how to score each item
- ☐ Participants practice using the tool
- ☐ Participants have ***the same understanding*** of how to score each item

5. Training Materials

Reference Files

- ☐ [Facilitator's Guide](#)
- ☐ [Training Presentation](#)
- ☐ [Teacher Classroom Observation Tool](#)
- ☐ [Classroom Video 1 - Low](#)
- ☐ [Classroom Video 2 - Medium](#)
- ☐ [Classroom Video 3 - High](#)
- ☐ [Classroom Video 4 - Medium \(optional\)](#)
- ☐ [Classroom Video 5 - Medium \(optional\)](#)
- ☐ [Inter-Rater Reliability Testing Excel Spreadsheet](#)

Handouts

- ☐ Printed Agenda
- ☐ [Handout 1: TCO Instrument](#)
- ☐ [Handout 2: Observer vs. Coach Hats](#)
- ☐ [Handout 3: Cognitive Bias Bingo](#)
- ☐ [Handout 4: What If Scenarios](#)
- ☐ [Handout 5: FAQ for teachers](#)

Supplies

- ☐ Flipcharts
- ☐ Markers
- ☐ Pens
- ☐ Blank paper
- ☐ Tape
- ☐ Name tags (optional)
- ☐ Post-its (optional)