A Five-Step Guide to Implement *Teach*

This five-step provides details on how to apply *Teach* in a new setting, outlining the recommended process teams' should follow and explaining the [complementary resources](#) available at their disposal.[1] *This process takes approximately three months.*

1. ***Consult with stakeholders*** on what *Teach* measures and discuss its applicability in the local setting. During this process, we recommend sharing the [manual](#), [brief](#), and [PowerPoint](#) with the government counterparts. Once the government has agreed to use *Teach*, teams must move forward on several fronts:
    a. [Translate the manual](#) as soon as possible. In some settings, the government leads this process, and in other settings it's necessary to hire a [translator](#) (the translator can also complete the transcription and translation process below). *This process can take up to three weeks.*[2]
    b. Hire a [*Teach* trainer](#) to lead the in-country training and master coding process. The *Teach* trainer will also manage the project and guide the TTL's through the *Teach* implementation process. Also, hire one [coder](#) to support with the master coding process. See a [list of certified trainers and coders](#) who underwent a rigorous face-to-face training facilitated by the *Teach* team and passed an assessment that certifies them to code and train on the *Teach* tool.
    *Note, in settings where there is no trainer who speaks the local language, teams have two options: 1) hire a certified, English-speaking trainer to facilitate the training via simultaneous translation, 2) select a local trainer who has experience facilitating trainings and hire a *Teach* trainer to train and support the local trainer. The local trainer will then independently conduct the training in country (with the remote support of the *Teach* trainer). *For the second option, the Teach trainer is hired for one week to train the local trainer on how to conduct the coder training. After the local trainer is sufficiently trained, the Teach trainer provides guidance and support to the local trainer as s/he trains the local coders.*
    c. Teams also have the option of adding low-inference questions to the field tool and elements to *Teach* if the government requests this. To do this, hire an [expert consultant](#) to either draft the element in full or advise the government as they draft the element. *This process can take up to three months.*
2. Once all stakeholders agree to use the tool, ***collect video footage from the country*** where *Teach* is being applied. *Why?* Because context matters. Obtaining these videos will require coordination with the government; a country can collect videos at any time and code them later. These activities can either be completed by individual consultants or a firm:
    a. ***Source a minimum of 15 full-length lessons***.[3] As the videos are being sourced, it's crucial to ensure the recorded schools/teachers reflect the diversity of the sample. Classrooms with different teachers, from different schools, and with diverse student populations (socioeconomic,

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[1] All the materials listed are available in English, though in some cases, there are additional resources that have already been translated to other languages. If a language is not specified, kindly email the *Teach* team at teach@worldbank.org to request access.

[2] The manual is available in [English](#), [Spanish](#), [French](#), [Portuguese (Brazilian and African)](#), Arabic, Dari/Pashto, [Bulgarian](#), [Swahili](#), [Russian](#), [Mongolian](#), [Uzbek](#), and [Mandarin](#) – in these settings, translating the manual is *not* necessary.

[3] In some settings, teams do not source local videos and instead translate the [*Teach* training videos](#) and use it in their context. Although this may be useful in some settings, the *Teach* team encourages teams to use local video footage wherever possible.

proportion of girls to boys, etc.) should be prioritized. Before recording video footage, it's crucial to first get the teachers' consent (note, in some settings, obtaining student consent is also required). It's important to record in a continuous stream and not pause the recording, as to capture the nature of the lesson as accurately as possible. At the beginning of the recording, hold a piece of paper in front of the camera with the date, school name, school ID, teacher name, teacher ID, and subject. The videographer should be present throughout the recording and not leave the camera unattended. For more details on video recording, check out this Guide for Selecting and Recording Videos. *We encourage teams to discuss this step with the government as soon as possible. Once the necessary documentation has been processed, this process takes approximately five days.*

   b. ***Choose and edit the practice and exam videos*** into 15-minute segments. Ideally, the trainer or a member of the *Teach* team *chooses* the segments that will be edited. However, when language barriers make this impossible, a local consultant (commonly a videographer or video production firm) follows the *Teach* guidelines to select and edit the video segments. After the segments are selected and edited, the videographer embeds the subtitles in the videos (as part of the next step). *This process takes approximately two days.*

   c. The practice and exam videos are then ***transcribed in the local language and translated to English*** (with timestamps). For each of these segments, everything the teacher and students say is transcribed with timestamps and translated to English. The English transcriptions are then embedded into the videos as subtitles. *This process is not necessary in English-speaking countries, or in settings where the trainer and coder speak the local language. In cases where transcribing and translating are needed (including in settings where the teacher uses a mix of English and a local language), this process takes approximately seven-ten days.*

   d. Concurrently, clips from the *Teach* training[4] are used to instruct coders on the tool's various areas, elements, and behaviors on day one of the *Teach* training. To use these clips, the transcripts need to be translated from English to the local language, and then re-embedded in the videos as subtitles. As part of this process, the video justifications are also translated to the local language. *This process takes approximately five days.*

3. ***The Teach Trainer and one coder certified on Teach then develop the training materials (i.e. master code the videos)***. Master codes are the codes developed by *Teach* experts after observing the same video, which indicates the "right" coding of a video. The *Teach* trainer uses master codes to train the coders the tool, using local videos. To master code a video, the *Teach* trainer and one coder watch the classroom footage and use the *Teach* manual to assign a numerical score to the teaching practices they observe. After the master code justifications are written out in English, they must be translated to the local language. *This process takes approximately three weeks*.

4. Using these videos, the *Teach* trainer ***conducts the coder training***. Trainers can utilize the training manual, quiz item bank, game sheet, discussion question sheet, and exit survey to facilitate the training. At the end of the training, coders must take and pass a reliability exam to receive a Certificate of Reliability to code with the tool. *The training lasts five days (a four-day training with one day for the reliability exam and a field visit is recommended).*

5. The coders who pass the certification exam can conduct classroom observations using *Teach* either live or by video. One of the bottlenecks we identified in conducting these observations is the time it takes to

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[4] These materials are available with Dari, Pashto, Mongolian, and Chinese subtitles.

input and analyze the results. To address this challenge, *Teach* includes **automatized programs that label, clean, and analyze the data**. [These programs](#) are available in R and STATA, and automatically generate tables and graphs with all the descriptive statistics. They also include a pre-built template report to make report writing easier and reproduce the psychometric analysis conducted in the [*Teach* Validation Paper](#).

<div align="center">Annex</div>

Teach trainings are done in-person and led by a certified *Teach* trainer. As noted above, there are several technical steps needed to ensure a successful *Teach* training. Teams often ask the *Teach* team what the cost of such a training entails and how long the preparation process takes. Although the costs associated with training can vary due to location, and the timeline can fluctuate based on the pace of dialogue and need for translations, we've estimated the approximate total costs and implementation timeline below:

Option 1: No Translations Required	*Option 2: Translations Required*
1 day editing * 1 video editor's time 6 days preparation * 1 coder's time 5 days training + 5 days preparation * 1 trainer's time 1 roundtrip airline ticket 1 accommodation x 7 days 1 per diem x 7 days *Approximate Total:* **$8,000-9,000K**	5 days editing * 1 video editor's time 10 days translating manual + 8 days transcribing video footage + 7 days translating master codes * 1 translator's time 2 days designing manual * 1 designer's time 6 days preparation * 1 coder's time 5 days training + 5 days preparation * 1 trainer's time 1 round-trip airline ticket 1 accommodation x 7 days 1 per diem x 7 days *Approximate Total:* **$14,000-16,000K**

Estimated Timeline

Task	Weeks
Consult with stakeholders	0–2
Source 15 full-length videos	2–3
Translate the manual	2–6
Translate videos to English	3–5
Translate international clips	2–3.5
Develop & translate master codes	5–8
Conduct observer training	8–9

(x-axis: Weeks, 0 to 10)