

RESEARCH



[Evidence-Based Teaching](#)

Effective teaching practices in primary school classrooms

Abstract: After spending five to six years sitting in a classroom almost every day for anywhere between 4 to 7 hours a significant share of students in low and middle-income countries are not able to read, write or do basic arithmetic. What is going on inside these classrooms? A growing body of evidence provide evidence of poor teaching practices and little to no learning going on inside the classroom. As such, the learning crisis is a reflection of a teaching crisis. What can teachers do inside the classroom to tackle this teaching and learning crisis? This paper systematizes the evidence on what are effective teaching practices in primary school classrooms, with special focus on evidence from low and middle-income countries. By doing so this paper provides the theoretical and empirical foundations for the content of Teach classroom observation tool. Implication for teacher education and evaluation are discussed.



[Measuring the Quality of Teaching Practices in Primary Schools: Assessing the Validity of the Teach Observation Tool in Punjab, Pakistan](#)

Results from the development and validation of the Teach classroom observation tool

Abstract: Monitoring the quality of teaching practices of primary school teachers in low-and-middle-income countries is often hampered by the lack of freely available classroom observation tools that are feasible to administer, validated in their own setting, and can be used as part of national monitoring systems. To address this discrepancy, Teach, an open-access classroom observation tool, was developed to measure the quality of teaching practices of primary school teachers in low-and-middle-income countries. This paper uses data from Punjab, Pakistan to evaluate the validity of Teach. Results show that Teach scores were internally consistent, presented good inter-rater reliability, and provided sufficient information to differentiate low from high-quality teaching practices. Further, higher Teach scores were associated with higher student outcomes.