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 Teaching Practices at Scale
Results from the development and validation of the Teach classroom observation tool

**Abstract:** What goes on inside the classroom is central to student learning. Despite its importance, low- and middle-income countries rarely measure teaching practices, in part due to a lack of access to adequate classroom observation tools and the high transaction costs associated with administering them. Teach, a new, open-source classroom observation tool for primary classrooms, was developed to capture the quantity and quality of teaching practices in these settings with a simple, easy-to-administer tool. This paper validates the use of Teach scores for system diagnostics by providing four types of evidence. First, it provides evidence that the practices included in the tool have a clear conceptual underpinning. Second, almost 90 percent of local observers in Mozambique, Pakistan, the Philippines, and Uruguay were highly accurate using Teach after a four-day training. Third, using data from 845 classrooms in Pakistan, the paper shows that Teach scores are internally consistent, present moderate to high inter-rater reliability in the field (.75 intraclass correlation coefficient), and provide substantial information that allows to differentiate teachers, even those with similar but not equal scores. Finally, teachers who display effective practices, as measured by Teach, are associated with students who achieve higher learning outcomes.