COMPLEMENTARY RESOURCES

Resource	Description
0. Consultations	
Brief	The brief can be used to present *Teach* to different audiences, including, but not limited to: governments, donors, and partners. It provides a high-level overview of what *Teach* is, how it differs from other tools, and background on the development and validity of the tool. The various versions denote different illustrations that are available for each language. If you'd like the Word or InDesign files, kindly contact teach@worldbank.org.
Manual **English** Field Tool | Global I | Global I BW | Global I BW Large Text | Global II | Global II BW | Global III | Global III BW **French** Field Tool | French I | French I BW | French II | French II BW **Portuguese** Field Tool | Portuguese I | Portuguese I BW | Portuguese II | Portuguese II BW **Spanish** Field Tool | Spanish | Spanish BW	The observer and field manual are available in English, French, Spanish, and Portuguese. For the English version, there is the option to download the observer manual in a larger text. For every version, there is the option of downloading the observer manual in color or in black and white (represented by BW). The various versions (I, II, and III) denote different illustrations that are available for each language. If you'd like the Word or InDesign files, kindly contact teach@worldbank.org.
Slide Deck	The slide deck can be used by stakeholders to present *Teach* to different audiences, including, but not limited to: governments, donors, and partners. It provides a high-level overview of *Teach* and its complementary suite of resources.

Teach Expert (TOR)	This individual is an optional hire. S/he is hired to help draft an additional element at the request of the government. This consultant either drafts the element in full or advises government officials as they draft the element, depending on the government's needs and preferences.
1. Source Videos	
Guide for Selecting & Recording Videos	This document provides a step-by-step explanation on how to select and record classroom video footage for *Teach*.
Recording Authorization Form	The document is a legal form teachers' must sign before their classroom is recorded. By signing the form, teachers not only consent to be recorded, but for their recordings to be used as part of the *Teach* training. It also provides the option of permitting their videos to be made publicly available online.
Video Editor (TOR)	This individual is an optional hire. S/he is responsible for editing the local classroom lesson videos into 15-minute segments and embedding subtitles into the training videos (where applicable).
Translator (TOR)	This individual is an optional hire. S/he is responsible for translating official *Teach* documents from English to the local language. The manual is available in Spanish, Portuguese, and French; if a project team is using a language other than these, it needs to be translated. All other documents in the complementary toolkit are currently only available in English.
2. & 3. Training Implementors	
Video Access Request Form	This document is a legal form implementors and observers must sign before they watch and code videos as part of the *Teach* Training.
Guidelines for Training	This document provides a brief overview of the guidelines implementing agencies should follow and venue requirements needed to facilitate the implementor and observer training(s).
Guidelines for Writing Master Codes	This document provides a step by step explanation on how to write master codes. A master code is a detailed justification for why a behavior or element, as observed in classroom footage, warrants a particular *Teach* score, which is established by a consensus of several master coders.
Master Code Work Plan Example	This document provides information on the roles, responsibilities, and timeline needed to conduct the master coding process.
Teach Trainer (TOR)	This individual is a necessary hire. S/he is likely a member of the *Teach* team, who is responsible developing master codes for the implementors' training and conducting the training. S/he then oversees the implementors as they develop the master codes for the observers' training. The *Teach* trainer will choose 1-2 implementors to lead the observers' training, based on performance.
Implementor (TOR)	This individual is a necessary hire. S/he is responsible for passing the *Teach* reliability exam and developing a set of master code justifications under the direction and oversight of the *Teach* trainer. 1-2 of the implementors will be chosen by the *Teach* trainer to facilitate the observers' training, based on performance.
Quality Assurance Assistant (TOR)	This individual is an optional hire and is particularly useful if the training is being conducted for a large number of observers or in a low-capacity setting. S/he is responsible for helping the *Teach* trainer prepare the materials for the training of implementors and helps manage and oversee the development of master coders for the observer training.
4. Training Observers	
Training Manual	This document includes all resources necessary to conduct the 5-day *Teach* training, including scripts and instructions for the trainer to follow throughout the training. Kindly contact teach@worldbank.org if for access to the complementary training presentation, which is meant to be used during day 1 of the reliability training.
Quiz Item Bank	This document includes questions that the trainer can use for quizzes, in-class activities, or homework.
Game Sheet	This document includes an activity the trainer can use to engage observers on day 1 of the training.

Discussion Question Sheet	This document outlines various strategies and offers sample questions trainers can use to facilitate a meaningful discussion.
Exit Survey	This survey is given to observers after they've completed the training.
Teach Reliability Exam	This Excel file automatically calculates the observers' reliability score and whether they passed the *Teach* reliability exam.
Certificate of Reliability	This document is a certificate of reliability that observers are given after they pass the *Teach* reliability exam.
5. & 6. Data – Automatized Data & Analysis Program	
How to use SurveyCTO	This document describes how to use SurveyCTO, a mobile platform, for the data collection of *Teach*. The guide explains how to create the server, upload the *Teach* questionnaire, collect the data using tablets, and export and save the data collected.
SurveyCTO (CAPI)	This is a computer-assisted personal interviewing style wherein observers input scores digitally using SurveyCTO. This form makes the survey available on phone/tablets/computer in English, French, Spanish, and Portuguese. The team will have to create a SurveyCTO server to collect data using this form. Data can be collected using a computer or the SurveyCTO app on tablets/phones. Once the data is collected, it can be exported from SurveyCTO as an Excel file. This file is perfectly aligned with the pre-created do-files that will automatically label, clean, and analyze the data.
Data Entry (PAPI)	This is a pen-and-paper interviewing style wherein observers input scores on the *Teach* observation form and manually transfer them to an Excel database. In the case where PAPI data collection is done, this Excel file is a template for data entry and is perfectly aligned with the pre-created do-files that will automatically label, clean, and analyze the data. If the team wishes to program the data entry to another software such as CSPro, a file is available that details the logic of the questionnaire.
Program for labelling the data using Stata	After data has been collected, either through CAPI or through PAPI, a pre-written do-file (Stata) automatically labels the data and saves it as a first Stata dataset.
Program for cleaning the data using Stata	After data has been collected and labelled, a pre-written do-file (Stata) automatically checks for strange patterns in the data and exports the data to be checked in an Excel file. This Excel file can be shared with the team or firm responsible for data collection. In this do-file, corrections can also be applied, following the feedback from the data collection team. The do-file saves the cleaned data as a second Stata dataset.
Program for Proficiency of Trainees using Stata	After the training has been completed, and the Teach_Relability_Exam excel files filled for the first and second exam attempts, a pre-written do-file (Stata) automatically analyzes the data and compute the exam passing rate as well as the trainees-expert reliability.
Program for Reliability using Stata	After data has been cleaned, a pre-written do-file (Stata) automatically analyzes the data and confirms the validity of the Teach scores (Stata graphs and Excel tables).
Program for Analysis using Stata	After data has been cleaned, a pre-written do-file (Stata) automatically analyzes the data, which generates descriptive statistics in Excel and analytical graphs (both in Excel and Stata format).
Reports	This document is a sample report. This template has automatically generated sections with areas (text and graphs) to be filled in with country-specific results. The graphs and tables produced by the do-files can be manually included in the report.
Stata/Analysis (TOR)	This individual is an optional hire and is particularly applicable if the project calls for a highly technical analysis of the *Teach* findings. S/he cleans the data and conducts an in-depth analysis for use in an extended report or presentation.
Survey Firm (TOR)	This document provides the terms for a survey firm to oversee the collection of data and hiring of field supervisors and observers to implement *Teach*.