

## TESTIMONIALS



**“Teach is a magnificent example of research taken to the practical level with the possibility of providing enormous social value.** The imaginative use of an observational platform as a device for monitoring what actually happens in the classroom could be absolutely revolutionary. Instead of just bemoaning the need to improve classroom teaching, this initiative turns research and evaluation into a clear improvement mechanism.”

**[Eric Hanushek](#)**

*Paul and Jean Hanna Senior Fellow, Hoover Institution, Stanford University*



**“Up to this point, the lack of open source, flexible, easy-to-learn observational measures that can be used systematically in classrooms has stood as a major stumbling block in international efforts to improve education.** Observing not just *what teachers teach*, but *how teachers teach* — it is a critical step for improvement. *Teach* not only fills this gap but stands apart from typical observational measures in that it can be used systematically but has some flexibility built into to adjust and adapt to cultural variation. The *Teach* development process has been meticulous, building on a strong theoretical base and decades of empirical research. Further, as part of the validation work, *Teach* has been tested in more than 15 countries in four continents which represents a unique strength. Teachers in classrooms around the world hold great power in shaping our future. The *Teach* measure offers a unique window into this space.”

**[Sara Rimm-Kaufman](#)**

*Professor of Education, Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia*



**“Teach represents a major innovation in our efforts to improve education for all.** It helps us address crucial questions such as: How can teachers create an engaging and supportive learning environment? How should teachers teach so they can help students develop strong content foundations and critical thinking skills? How can teachers nurture independent, resilient, and socially competent learners? *Teach* will be catalytic for enhancing learning all around the world!”

**[Oon Seng Tan](#)**

*Director, Centre for Research in Child Development, National Institute of Education, Singapore*



“Observing teachers in the classroom is a powerful strategy for understanding what drives learning and giving individual teachers the feedback they need to become more effective. **Teach** — the first-ever classroom observation instrument designed for developing countries — is an essential resource for countries seeking to improve education results. **Teach combines the best features of prior instruments into an all-in-one package that analyzes teachers’ time on task, socioemotional support for students, and use of high-quality teaching practices.** Its observer training materials and software are all open source and user-friendly, and **Teach** results can be benchmarked against a growing number of developing countries. **Teach** makes a huge contribution to education quality in the developing world.”

[Barbara Bruns](#)

*Center for Global Development and Walsh School of Foreign Service, Georgetown University*



“**Teach provides excellent guidance for observing and rating global classroom instruction.** The instrument is impressive not only for its comprehensiveness but also its specificity — naming key classroom practices and describing concrete examples of how those practices occur at different levels of quality. A useful and accessible tool for heads of school, administrators, and even teachers themselves.”

[Heather Hill](#)

*Jerome T. Murphy Professor in Education, Harvard Graduate School of Education; Creator of the Mathematical Quality of Instruction (MQI) instrument*



“**Teach provides a practical tool for educators around the world who are serious about improving the quality of classroom practice.** Designed specifically for a global audience, **Teach** builds on a strong research base and has been tested in multiple countries. Although observation protocols have been used primarily to evaluate teaching, their greatest promise lies in the possibility of creating a common instructional vision and providing specific feedback to teachers on how to improve their instruction. **Teach** will no doubt provide such learning opportunities for teachers and leaders worldwide.”

[Pam Grossman](#)

*Dean and George and Diane Weiss Professor, Graduate School of Education, University of Pennsylvania; Creator of the Protocol for English Language Arts Teaching Observation (PLATO) instrument*



“**Teach is a classroom observation tool that has clearly been designed with the realities of the Global South in mind.** The clear explanations, well-crafted examples, and FAQs ease interpretation and ensure commonality of understanding between observers. **The simplicity of the tool makes it particularly suited for the purpose of monitoring classrooms** and also for capturing insights for further improvement in teacher practices. **Teach** is also the first-ever classroom observation tool that capture teachers’ efforts to foster soft skills.”

[Sara Ruto](#)

*Director, People’s Action for Learning (PAL) Network*