

## **Project Management Description**

*This document provides a guide for implementors to follow when producing master codes for video segments.*

A **master code** is an extension of the tool, as it defines how to interpret the tool in a given context. Master codes provide justification for why a behavior or element, as observed in classroom footage, warrants a particular *Teach* score. Implementors set the standard for how observers should score a teaching practice, based on the tool's definition. To learn about the tool, they rely on master codes to understand what practices constitute "high" or "low" based on the manual.

After the implementors have been trained on the tool and deemed reliable, they prepare the master codes for review during the observer training. The master coding process can take 2-3 weeks and requires a bit of project management and quality assurance. To begin the master coding process, implementors individually code each video they are assigned and then discuss their master codes. Each team member is responsible for justifying their draft codes and collectively deciding what the final code should be. To facilitate this process, each implementor group is divided into teams of 2-3 and assigned a different role.

- The *quality controller (QC)* oversees the quality of master codes; this includes ensuring the codes are consistently written. The quality controller oversees a team of 1-2 other implementors to ensure each code includes an in-classroom specific examples from the videos.

- The *writer (W)* writes out the master code justifications. S/he is responsible for taking detailed notes during the coding process, working closely with the quality controller to ensure the codes are of high quality and accurately reflect what's happening in the classroom.

- The *coder (C)* is a third optional member of the team. S/he submits their codes to the quality controller and is responsible for coordinating everyone's timetables to schedule the meeting, keeping time during the meeting, and ensuring the master code is submitted to the *Teach* trainer.

Once the codes have been decided upon as a team, the writer proceeds to draft the master codes for clearance. The coder is responsible for ensuring the final version is submitted to the *Teach* trainer.

Implementors will be responsible for coding a series of 15-minute videos with their teammates. The video assignment, designated coding dates and final due dates will be determined by the *Teach* Trainer and will be shared with Implementors. Implementors have roles in supporting the management of the master coding (as outlined above). The tabs in this Excel provide details on and managing these responsibilities.

### ***Tabs***

- The *Video Library* tab provides an example of how the *Teach* Trainer will organize the video segments, the subject, grade, and video title. It is also where the *Teach* trainer will track which videos each implementor is responsible for coding, they'll be coding with, what their role is (QC, W, C), the date the implementors need to have their codes ready, and the date the final agreed upon code for the video segment is due to the *Teach* Trainer.

- The *Ex. Master Code* tab provides an example of how master codes should be documented in Excel and justified.

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ed in Microsoft Word.

Video No.	Video Title	Coder 1 - Writer	Coder 2
1	Country_01_Shapes	KL	JB
2	Country_02_Colors	KP	CM
3	Country_03_Numbers	JB	CA
4	Country_04_Reading	CA	KP
5	Country_05_Music	CM	AK
6	Country_06_MorningCircle	AK	KL
7	Country_07_FreePlay	CM	CA
8	Country_08_Art	KP	JB
9	Country_09_ActivityCenters	JB	KP
10	Country_10_StoryTime	CA	JB
11	Country_11_Science	CM	KL
12	Country_12_Counting	AK	CA
13	Country_13_Syllables	JB	KP
14	Country_14_Sorting	KP	AK
15	Country_15_Matching	AK	KL

Coder 3	Discussion Date	Discussion Time
CA	Wed, June 10	08:30-10:00 AM EST
AK	Wed, June 10	11:00-12:30 PM EST
KP	Thurs, June 11	09:00-10:30 AM EST
AK	Thurs, June 11	10:30-12:00 PM EST
JB	Friday, June 12	10:00-11:00 AM EST
CA	Friday, June 12	11:00-12:00 PM EST
KP	Monday, June 15	09:30-10:30 AM EST
KL	Monday, June 15	10:30-11:30 AM EST
CM	Monday, June 15	11:00-12:00 PM EST
CM	Tuesday, June 16	09:00-10:00 AM EST
KP	Tuesday, June 16	10:00-11:00 AM EST
KL	Tuesday, June 16	11:00-12:00 PM EST
CM	Wed, June 17	08:30-09:30 AM EST
JB	Wed, June 17	10:00-11:00 AM EST
CA	Wed, June 17	11:00-12:00 PM EST

Coder	Total Videos to Write	Total Videos to Code
KL	1	6
JB	3	8
CA	2	7
KP	3	8
CM	3	7
AK	3	7

Online Meeting Link and Instructions	Writer Uploads Mastercode for Panel Review by
<a href="https://worldbankgroup.webex.com/meet/CountryMasterCoding">https://worldbankgroup.webex.com/meet/CountryMasterCoding</a>	Friday, June 12
	Monday, June 15
	Wednesday, June 17
	Thursday, June 18
	Friday, June 19

NOTES
<i>*Quality Checker</i>

Panel Reviews Master Code Draft, Discusses and Finalizes any Discrepancies by	Writer Finalizes Codes (On or before)
Wednesday, June 17	Friday, June 19
Monday, June 22	Wed, June 24

Quality Checker Reviews all Master Codes & Finalizes

Monday June 22-Tues June 23

Thurs June 25- Friday, June 26

District	School Name	Age	Grade	Teacher
Marracuene	Escola Primaria Completa de Sigandela	3-4 years		Janet Escuela
		3-4 years		Maurice Jones
		3-4 years		Tracy Willis
Marracuene	Escola Primaria Complea Filipe Samuel Magaia	4-5 years		Margaux Waters
		4-5 years		Sergio Gonzalez
		4-5 years		Conor Waite
Marracuene	Escola Primaria Complea Filipe Samuel Magaia	Mixed		Jeanette Peters
		Mixed		Angela Lee
		Mixed		Alonso Price
Cidade de Maputo	Escola Primaria Completa Unidade 13	6 years		Ashley Randell
		6 years		Victoria Donovan
Cidade de Maputo	Escola Primaria Completa Unidade 13	6 years		Nancy Waters
Marracuene	Escola Primaria Complea Filipe Samuel Magaia	3 years		Jose Herrera
		3 years		Carmen
		3 years		

Segment Focus	Video Title
Shapes	Country_01_Shapes
Colors	Country_02_Colors
Numbers	Country_03_Numbers
Reading	Country_04_Reading
Music	Country_05_Music
Morning Circle/Weather	Country_06_MorningCircle
Free Play	Country_07_FreePlay
Art and Coloring	Country_08_Art
Blocks and Sorting	Country_09_ActivityCenters
Reading a story	Country_10_StoryTime
Water and Sand Experiment	Country_11_Science
Counting Fingers and Toes	Country_12_Counting
Letters and Sight Words	Country_13_Syllables
Sorting sticks and rocks	Country_14_Sorting
Practicing reading sight words	Country_15_Sentences

## SAMPLE MASTER CODE

Country	Video Code	Snapshots	e1	b1	b2	b3	b4
Pakistan	1A_G3_Poems_f	3	4	H	M	N/A	M

### Sample Master Code Justification

Let's Recite Poems (PAK\_07\_BabyElephant)

#### Time on Learning

##### **1<sup>st</sup> Snapshot: Y-M (4-5 minute)**

The teacher provides a learning activity for most children. Although the class is transitioning, the teacher is providing the children a learning activity by modeling a behavior as she gestures and says [03:58], "Look at me."

Most children are on-task, looking at the teacher as she begins to explain the next activity.

##### **2<sup>nd</sup> Snapshot: Y-M (9-10 minute)**

The teacher provides a learning activity for most children. She is teaching them the song "Baby Elephant" and modeling the behavior. Most children are on-task, watching and listening to the teacher as she demonstrates the song.

##### **3<sup>rd</sup> Snapshot: Y-H (13-14 minute)**

The teacher provides a learning activity for most children. She is pointing to various body parts and asking the children to name them.

Most children are on-task, watching the teacher as she points to different body parts and name for the part.

The teacher is effective at maximizing time on learning by ensuring most children are present and engaged during most of the class and engaged in those activities.

#### Supportive Learning Environment – 4

Behavioral Marker Scores: H, H, H, M

The teacher consistently treats all children respectfully. She calls children by their names to get their attention. Additionally, she never yells, scolds, or ridicules children.

segment. Additionally, she never yells, scolds or ridicules children.

The teacher frequently uses positive language with children. The teacher says [01:19; 11:2] as well as [3:29] "Great", and again says twice [06:12; 12:33] "All of you are good. So, don't [14:36], "Ok great, all of you have head." Note, both the teacher and the children clap in class. The teacher does not use positive language in conjunction with clapping this is not considered behavior.

The teacher promptly responds to the children's needs in a way that specifically addresses the issue. For example, the teacher allows a child to go to the bathroom [10:15] and while later she says, [11:2] "you may go" and again [13:51], "No wait, let them come back first, who are already outside." The teacher addressed the issue at hand, even though the children need to wait for their peers to return.

The teacher treats children of all genders with equal regard. There is no evidence of gender bias. Both boys and girls participate equally. However, there is no evidence the teacher challenges gender stereotypes.

The teacher is mostly effective at creating a supportive classroom environment where children are supported. The teacher makes all children feel welcome by treating them with respect. The teacher frequently uses positive language with the children and while she provides children of all genders an opportunity to participate in classroom activities, she does not challenge gender stereotypes. The teacher addresses children's needs.

### Positive Behavioral Expectations – 3

#### Behavioral Marker Scores: M, M, M

The teacher sets clear and specific behavioral expectations throughout the lesson though they are short. For example, she says [00:50], "Sit down students. Your turn will come later. Be quiet" and [10:20] "Wait for her then you may go."

The teacher acknowledges student behavior that meets or exceeds expectations but is not consistent. When the teacher says [12:38] "Who is a good child (asks class)?" "All of you are good." The teacher acknowledges superficially children's behavior. Although the teacher says, "In this class we don't make noise, okay?", this comment is a reminder of behavior expectations and does not reinforce the behavior in the classroom.

The teacher focuses on a mixture of the misbehavior and the expected behavior to address the issue. For example, she says [06:17] "Don't talk with each other" which focuses on the misbehavior and [07:17] "Be straight" which focuses on the expected behavior. Additionally, as she continually redirects the class her redirections are only somewhat effective.

The teacher is not very effective at promoting positive behavior in the classroom. The teacher sets behavioral expectations throughout the lesson though they are short, and she does not consistently acknowledge children's behavior that meets or exceeds those expectations. When redirecting the class on a mixture of the misbehavior and the expected behavior and her redirections are only somewhat effective.

### Facilitation of Learning – 4

#### Behavioral Marker Scores: M, H, M, M

The teacher explicitly states various activities such as [05:48], "Let's sing a poem", [04:05] "Let's read a book" however, she does not state the learning objective of the activities.

The teacher's explanation of content is clear as content includes directions for activities (F explains the different activities, teaches them the poem, and uses graphic examples with pictures of animals at the beginning of the class).

The teacher attempts to make a connection that relates to children's daily lives, but the connection is not clear. For example, practicing saying the different parts of the body in English the teacher says [14:38], "Ok great"

are all parts of body.”

The teacher partially models for the children the process of how they should show one an animal it is. She does not show a complete model as she doesn't give the response, which do.

The teacher is mostly effective at facilitating learning to promote comprehension. Although explicitly stated, the activity the children are doing is explicitly stated. The teacher provide content and does makes a superficial connection between the activities and children's dai teacher partially models an activity during the class.

## Checks for Understanding – 4

**Behavioral Marker Scores: M, N/A, H**

The teacher is somewhat effective at determining a few children's level of understanding. few students understanding through the game at the beginning where children identify ar pictures and the few children who recite poems. Although near the end of the segment sh the different parts of the body, she is the one pointing to the different parts of the body a synchrony. While all the children touch their head when she asks [14:28], “What is this?” t the body part not acting it out and they answer in synchrony.

There is no observable group or independent work.

The teacher substantially adjust teaching for children. When the teacher begins reciting th “Twinkle twinkle little star...” it appears the children are supposed to be reciting the poem same time. However, as the children are not doing very well, she starts again [08:48] and e them in a call and response fashion [08:58] to help them learn the poem. Further evidence first time the children were learning “Twinkle twinkle” as earlier in the class the teachers a you remember. Sing Loudly!” and one child starts to sing [07:13] “Twinkle” but seems to h earlier in the lesson the secondary teacher slightly adjusts for children by expanding their after identifying the bird at a parrot the teacher asks [03:38] “Is it beautiful?”

The teacher is mostly effective at checking for understanding. She checks the understandi does not provide any independent or group activity but does substantially adjust the lesso additional learning opportunities.

## Feedback – 3

**Behavioral Marker Scores: M, M**

The teacher provides a few superficial comments that help clarify children's misconceptio performing the sit-stand game the teacher provides some superficial feedback when she s active!” While the child is reciting the poem, the teacher prompts the child [06:57] “Do lik reciting the poem, reminding her to make the motions as well as recite. Later, when the cl “Twinkle twinkle” the teacher again prompts the child, helping remind her of what phrase [10:45].

The teacher provides superficial comments about children's work that help them identify teacher provides additional prompts [03:07] “Is he right.... Is it crow? Think it again! I think agree” when the child correctly identifies the bird as a parrot these prompts do not provic information about the success, only ensuring that all the children agree. However, at the e teacher says [03:31] “Ok great! They know it is a parrot” which is a superficial comment th success.

The teacher somewhat effective at providing feedback about children's work. The teacher that help children to identify what they did well and what they misunderstand.

## Critical Thinking – 2

**Behavioral Marker Scores: L, M, M**

There is no evidence the teacher asks children any open-ended questions. All questions have an answer such as [03:07], “Is he right?”, [03:13] “Is it a crow?”, [12:41] “What is this?”, and [12:41].

The teacher provides superficial thinking tasks for the children. While some activities simply stand game or memorizing poems, other activities require children to provide some analysis. At the beginning of the class the children must analyze pictures to identify animals [02:43] the children must identify the body parts to which the teacher is pointing [12:41].

There is no evidence that children ask open-ended questions; although they do perform the tasks provided by the teacher.

The teacher is not very effective at encouraging children to think critically by helping them understand relevant information. The teacher does not ask open-ended questions throughout the segment. The teacher provides superficial thinking tasks. Children do not ask open-ended questions, though they do perform the tasks provided by the teacher.

## Autonomy – 3

**Behavioral Marker Scores: L, H, H**

The teacher does not provide children with choices as she decides how learning activities will be conducted. She does not provide different options to children.

The teacher provides children with opportunities to take on roles in the classroom. Some roles are superficial, such as when children come to the front of the classroom to simply recite a poem. At the beginning of the class, a few children are provided with the opportunity to be responsible for the class as they ask their classmates questions about the pictures [01:26] “What is the name of this picture?”

Most children volunteer by raising their hands and shouting [00:19] “Me.. Me.. Me!” While some children do volunteer throughout the class it appears that most children do not volunteer.

The teacher is somewhat effective at promoting autonomy. She does not provide children with opportunities to take on a meaningful role during the lesson. Most children appear to be engaged in the activities.

## Perseverance – 2

**Behavioral Marker Scores: L, M, L**

The teacher does not acknowledge student effort. She does not acknowledge any effort that children have exerted. While she uses positive language such as “Very good” she does not specifically acknowledge children's efforts.

The teacher has a neutral attitude towards student challenges. Although children are not given opportunities to take on meaningful roles during the lesson the teacher does not help them see the value of the challenge either.

There is no evidence the teacher encourages children to engage in short- or long-term projects.

The teacher is not very effective at fostering perseverance. She exhibits a neutral attitude towards student challenges. She does not help children plan, and does not acknowledge children's efforts.

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3	M	M	L	L	4	M	N/A	H	3







<b>b15</b>	<b>b16</b>	<b>e6</b>	<b>b17</b>	<b>b18</b>	<b>b19</b>	<b>e7</b>	<b>b20</b>	<b>b21</b>	<b>b22</b>
H	L	2	L	M	M	4	H	M	M







<b>e8</b>	<b>b23</b>	<b>b24</b>	<b>b25</b>	<b>e9</b>	<b>b26</b>	<b>b27</b>	<b>b28</b>
2	L	M	L	2	L	M	L