

## Checklist: Other Aspects of Educational Quality

The following checklist is a proposed addition to be used together with the *Teach Primary* Classroom Observation Tool; while its use together with the classroom observation component is suggested, it is not mandatory. The aim of the checklist is to assess additional elements related to educational quality, including but not limited to the accessibility of the physical environment. Items indicated with an asterisk are to be asked to the teacher.

\*items to ask teacher

Fill in before the classroom observation										
School ID										
Teacher ID										
Teacher name*										
Coder ID										
Date	D	D	M	M	Y	Y	Y	Y		
Scheduled class time*										
Actual class time										
Time the lesson started										
Total class enrollment*	Female				Male					
Total students in class	Female				Male					
Grade/level of class*										
Subject										
Number of adults assigned to work in this classroom*							Female	Male		
	Total number of teachers (not including number of assistants)									
	Total number of assistants									
	Number of assistants providing specialized support to one or a select group of students									
Other (please specify role):										

Fill in after the classroom observation				
Time the lesson finished				
How many students have access to the following resources?*			Female	Male
	A textbook for the class (e.g., language or mathematics)			
	A pencil or pen			
An exercise book				

	Adapted teaching and learning materials such as Braille or large-font textbooks		
Compared with students of the same age, how many students <b>enrolled</b> in the class have the following difficulties? <sup>1*</sup>		Female	Male
	A lot of difficulty seeing, even if wearing glasses?		
	A lot of difficulty hearing, even if using a hearing aid(s)?		
	A lot of difficulty walking or climbing steps?		
	A lot of difficulty remembering or concentrating?		
	A lot of difficulty with self-care, such as washing all over or dressing?		
	A lot of difficulty communicating (in his/her usual language), for example understanding or being understood?		
	A lot of difficulty managing their behavior (e.g., hitting students repeatedly, disrespecting the teacher)?		
What is the official language of instruction?*			
What proportion of <b>enrolled</b> students speak the same language at home as the official language of instruction?*(check one)	All the students speak this language at home.		
	More than half of the students speak this language at home.		
	Less than half of the students speak this language at home.		
	None of the students speak this language at home.		
What language(s) did the teacher teach in?*			
How many students have Individualized Education Plans (IEPs) or receive specialist support?*	Female	Male	

<sup>1</sup> These items represent adaptations of the [Washington Group Short Set](#) questions. Questions have been modified to facilitate application within the context of the Teach Primary observation protocol and are intended to be posed collectively about all students in the classroom, rather than individually. More detailed data concerning students with disabilities may be obtained through application of the [Washington Group/UNICEF Child Functioning Module-Ages 5-17 years](#).

Number of adults <b>present</b> in this classroom*		Female	Male
	Total number of teachers (not including number of assistants)		
	Total number of assistants		
	Number of assistants providing specialized support to one or a select group of students		
	Other (please specify role):		

Did you have to end an observation before the segment was finished for any reason?	Yes	<i>If yes, indicate the following:</i> Segment:      End Time:      Reason:	
	No		
Were the students left unsupervised?	Yes	for _____ minutes	
	No		
Were any severe negative verbal/physical interactions observed?	Yes	<i>Please describe what was observed:</i>	
	No		

Are the following resources available in the classroom?		Yes	No
	A blackboard and/or whiteboard for the class		
	Chalk or a marker available for writing on the board during the lesson		
	Any other teaching and learning materials apart from textbooks (e.g., laboratory equipment/ manipulatives/ Information Communication Technology resources)		
Can the following be observed in the classroom?	A weatherproof roof		
	A working electricity connection		
	Windows		
	Is there sufficient light and contrast for reading what is written on the board from the back of the room? <b>Enumerator Note:</b> <i>read chalk writing on the board from the back of the classroom</i>		
	Is students' work displayed in the classroom?		
	Other than students' work, are other posters or charts displayed in the classroom?		

	Students who are not sitting at desks		
	If yes, how many?		
	Can the teacher reach all students' workspaces/desks in the classroom?		
	A main entrance which wide enough for a person in a wheelchair to enter		
Can the following be observed outside of the classroom?	Steps leading up to the classroom		
	A proper ramp in good condition usable by a person in a wheelchair to access the classroom		