

TEACHING EFFECTIVENESS OF TEACHERS AT SECONDARY LEVEL: A STUDY BASED ON THE TEACH OBSERVATION TOOL

E BHAVANI¹ AND DR. V. MADHAVI²

¹RESEARCH SCHOLAR, DEPARTMENT OF EDUCATION SRI PADMAVATI MAHILA VISHVAVIDHYALAYAM, TIRUPATI

²RESEARCH GUIDE, ASSOCIATE PROFESSOR, DEPARTMENT OF EDUCATION SRI PADMAVATI MAHILA VISVAVIDYALAYAM AM, TIRUPATI

Abstract:

A growing body of research indicates teaching is the most important school-based determinant of student learning. Consecutive years of effective teaching help students reach their full potential. Many teachers today do not receive the support they need to be effective in the class room. To support teachers so they can improve their teaching is to measure current teaching practices. Teachers' teaching effectiveness can be measured by teach scores in three primary areas.

- 1.The teacher creates a culture that is conducive to learning.
- 2.The teacher instructs in a way that deepens student understanding and encourages critical thinking and analysis.
- 3.The teacher fosters socioemotional skills that encourage students to succeed both inside and outside the classroom.

Teach Secondary captures:

- The time teachers spend on learning and the extent to which students are on task,
- The quality of teaching practices that help develop students' socioemotional and cognitive skills, and
- Other aspects of the learning environment such as the accessibility of the physical environment, including the classroom set-up and materials available.

TEACH highlights areas often overlooked (e.g., socio-emotional engagement).

Evidence supports its use as a diagnostic tool rather than punitive evaluation.

Teachers benefit from constructive feedback aligned with TEACH dimensions.

Keywords: Teach, Teach secondary ,Teacher effectiveness (Teach scores), Classroom observation.

INTRODUCTION

Teach is the World Bank's suite of open-access classroom observation tools for the ECE, Primary, and Secondary levels. Launched in 2019. Teach Secondary is a free classroom observation tool that provides a window into one of the less explored and more critical aspects of a student's learning: what goes on in the classroom. The tool is intended to be applied in secondary classrooms (grades 7-12). It was designed to help countries collect data on teaching practices to improve teaching quality.

Teach Secondary was developed with low- and middle-income countries in mind and can be contextualized for different settings. Teach Secondary has a cross-cutting focus on inclusion. Importance of measuring teaching quality.

1. To track and improve teaching quality,
2. To inform policy dialogue, and
3. To ensure professional development is aligned to teachers' needs.

Objectives:

1. To examine the effectiveness of teachers Area wise (Classroom Culture, Instruction, and Socioemotional Skills) at secondary schools.
2. To find out whether there is any significant difference in teacher effectiveness with reference to demographic variables.
3. To find gaps at different areas and implementing strategies to fill the gaps.
4. To identify the need of curriculum development and teachers professional development.

Hypotheses:

1. There is no significant relationship between Teach scores of secondary school teachers with respect to demographic variables (Gender, locality, age, qualifications, experience)
2. There is no significant relationship between Teach scores of secondary school teachers with respect to different Areas .
3. There is no relationship between teach scores of language and subject teachers

METHODOLOGY:

Research Design:

An approach of quantitative method used in obtaining teach scores.

Population and Sample:

The targeted population is secondary school teachers in Kurnool district.

A systematic random sampling method is used. 100 secondary school teachers observed .

Research Tool:

Teach Secondary tool (Adaptive tool)

The development of Teach Secondary began with testing an adapted version of Teach, developed by researchers in collaboration with the World Bank's Teach team. The preliminary Teach Secondary tool was piloted through classroom video footage .

The Quality of Teaching Practices component is organized into 3 primary areas: **Classroom Culture, Instruction, and Socioemotional Skills**. These areas have 9 corresponding elements that point to 29 behaviors. The behaviors are characterized as low, medium, or high, based on the evidence collected during the observation. These behavior scores are translated into a 5-point scale that quantifies teaching practices as captured in a series of two 15-minute lesson observations.

Data collection:

A survey method is used to observe class room teaching

Each class observed for 30 minutes.

Scoring across three Areas : classroom culture, instruction, socio-emotional skills.

Data Analysis:

Descriptive statistics (mean, SD).

Independent t-test for differences between male and female teachers.

Findings and Discussion:

Domain	Average Score (1–5)
Classroom Culture	2.95
Instruction	2.9
Socio-emotional Skills	2.6

The individual teach scores varied according to the following variables

Subjects (Languages, maths, science, social)

Gender, Locality, Age, teaching experience.

. The Significant differences on Teaching Effectiveness of the areas show the need of improvement in particular area, element and behavior for teachers

. The government design programs/trainings to teachersto fill the gaps at requirements to improve teaching effectiveness of teachers.

CONCLUSION:

The teaching effectiveness measured with the TEACH secondary observation tool leads to strengthens teacher development, supports inclusive practices, and enhances student learning outcomes. For sustainable adoption, TEACH must be integrated with ongoing training, mentoring, and school improvement strategies.

REFERENCES

1. Araujo, M. C., Carneiro, P., Cruz-Aguayo, Y., & Schady, N. (2020). Teacher quality and learning outcomes in low- and middle-income countries. *Review of Economics and Statistics*, 102(2), 234–248.

2. Bruns, B., De Gregorio, S., & Taut, S. (2016). Measures of effective teaching in developing countries. World Bank Policy Research Paper.
3. Kane, T. J., & Staiger, D. O. (2012). Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains. Bill & Melinda Gates Foundation.
4. World Bank. (2019). TEACH: Classroom Observation Tool User Guide. Washington, DC:

Online References:

1. [FLYER Nov. 2024] Teach: Supporting informed decisions on education improvement Bank.
2. teach@worldbank.org.