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Education, Reflection, Development**A QUALITATIVE RESEARCH FOR IMPROVING PRESCHOOL
TEACHERS TEACHING PRACTICES – USING TEACH RO**

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Abstract

The early childhood education outcomes according to SDG4 of NGOs on Education 2030 Agenda and United Nations, 2015 targets frame settlement, need to develop professional training for improving educator's skills and specific competences. Increasing the awareness of attitude and intentional behaviour of preschool teachers on creating and adapting teaching to children's learning needs will ensure a qualitative and integrative educational environment according to SDG4. GCM - (Global Education Cooperation Mechanism) as an ecosystem off all global education interested actors have settled realistic targets and objectives to develop global education strategies according to SDG4 (ensuring equitable and inclusive quality education to promote lifelong learning context and equal opportunities for all). The SDG4 targets for early childhood education promote educational policies and strategies for ensuring access to early education and care for all children, quality education facilitating the access of preschoolers in primary fundamental acquisition level, and also offers opportunities for ensuring learning outcomes for all children excluding discrimination. This study reveals the impact of TEACH RO, an observation tool for measuring teacher's teaching practices including attitudes and predicting intentional behaviour to improve class teaching practices. TEACH RO tool structure for ECEC (early childhood education) conceived on three areas including 29 compartments scale for observation to be applied will provide encoded data for to indicate the real attitudes and intentional perceived behaviour of preschool teachers on promoting qualitative early childhood education.

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1. Introduction

World Bank during the last years has implemented significantly strategies and made a lot of efforts to build and to sustain the global view of education by improving the outcomes and most to develop the learning context.

The intensive activity has been focused on identifying the most important educational scientific gaps related to topics as: teaching and learning contexts for improving the education systems, the outcomes and the classroom assessment strategies.

Foundational Learning Compact (FLC) which is the World Bank's fund for education, has become an useful tool in order to influence and to support the global education learning community context, for all together to improve children learning outcomes.

The Compact Learning Foundation Multi-Donor Umbrella Trust Progress Report January 2021 – September 2022 as a progress report (FLC) is one with the most important initiatives on the initiative to create and to implement specific tools for the fundamental improvement of learning in each educational system (The World Bank, 2021).

Teach RO is a tool that describes teaching practices and helps the social and cognitive development of teachers and students and pre-schoolers. This tool supports teachers to diversify teaching and assessment and to emphasize with the need for attention to the three coordinates that aim for the harmonious development of students: Classroom Climate, Instruction and Socio-emotional Skills.

The tool created Teach, released in 2019 is a support tool for teachers to help measuring and evaluating the quality of teaching practices that later to develop children's cognitive acquisitions, development social-emotional skills and to supports learning for all children. Teach Primary and Teach ECE measures classroom teaching practices, supports and ensures achieving quality in teaching activity (The World Bank, 2021).

Teach has already been FLC supports two programs for teachers, Teach and Coach. Both training and coaching programs are meaningful to teachers' classroom practices and effectively contribute to improving children learning outcomes. The main questions formulated of the study research „How can insights from research in other disciplines support teachers' professional development”, aims to receive and to obtain best teaching and training practices: "Doing something is not the same as practicing it", "We typically focus on getting information in so Let's focus on getting information out ", "Are we able to empower this teacher to do as much as they can to raise student learning" and "Think of inclusion as an ongoing process" (Bullard & Mijares, 2021).

As part of the technical assistance to support the implementation of the Human Capital Operational Program (POCU, 2014-2020), the World Bank Office in Romania developed a training program for using the Teach tool in classroom observation and improving teaching practices in schools for primary and early childhood level. Teach RO is an observation tool adapted for primary and preschool levels, in accordance with the educational priorities contained in the education reform program, designed on three main areas: classroom climate, instruction and socio-emotional skills.

So, Teach tool applied on ECE (early childhood) area identified strengths and weaknesses from class interactions to establish some activity directions for improving the relevant day by day pedagogical teaching and learning practices. The implementation of Teach in Romania has beginning in 2019 with the

teaching practices observation process in sixty classes of primary and preschool education. Based on this preliminary analyses, Teach tool has been adapted to national curriculum and also to the pandemic covid-19 and became Teach RO.

This intervention program results created an innovative training program for primary and preschool teachers designed with synchronous and asynchronous forty hours of activities Teach Ro, version was adapted to the Romanian educational context for classroom observation in primary and preschool education teach în 2021.

World Bank in partnership with Romanian Educational Ministry has implemented educational policies for reducing early school leaving by improving teachers teaching practices thru Foundational Learning Compact – Teach/Coach Scalling-up National Support for Effctive Teaching (SUNSET) program, from July 2022 until June 2024 (The World Bank, 2022).

Teach and Coach Tools pilot studies aimed to carry out an impact analysis based on a randomized controlled trial in order to substantiate the intervention and to expand a professional development program for teachers at the national level. The research is represented by a randomized controlled trial research will take place during the 2022-2023 by applying the Tech RO tool in approximately 1000 classes in primary and preschool education for three categories of primary and preschool teachers of the sample as follows: an intervention group that includes teaching staff who benefit from Teach training, a group of teaching staff who benefit from Teach training and Coach support and a control group without intervention.

The training of teachers for the use of the Teach RO Observation Tool is carried out through blended-learning methods of asynchronous training and synchronous training provided by Teach RO through which the training modules that provide learners with working tools and ways to develop effective teaching practices in class and in this case according to the indications of the Observer's Manual.

The design of the Teach Ro Platform facilitates access to the training and training part regarding the formation of skills or specific behaviors of observing the teacher's activity in the classroom through the note-taking stages and the process of coding the observed behaviors. The Teach RO platform offers for systematization and a practical-applicative course questionnaires in the form of evaluations along the way that systematize the understanding and use of Teach RO in the classroom but also offers the development of digital skills, the ability to use new technologies both in professional development and for the realization of the innovative teaching process active-participative.

In some cases observers adjust their ratings and proposed scores based on additional or pre-existing information they have about the teacher, school or children. Or sometimes observers assume certain behaviors by incorrectly inferring the teacher's intentions, and we give another example, "I will give the teacher a score of 5 for a positive environment because even though she was impatient with the student, I know it happens because she had a very busy work schedule". (Teach Ro Observer Manual, version adapted to the educational context in Romania for classroom observation in primary and preschool education teach ro, 2021).

This additional information should not influence the scoring of the targeted behaviors to achieve fair observation and objective assessment as the codes should only reflect what actually happens in the classroom during the allotted 15 minute observation time.

2. Problem Statement

In accordance with the "Educated Romania" Strategy, every student can fulfil his potential, starting from fair access to a quality education. But for education to be the solid foundation for a democratic and modern society, there must be a coherent vision that brings together solutions to current challenges, as well as a strategy for anticipating and adapting to future demands. There is an urgent need to invest in increasing the quality of education, at the center of which we find teachers and pedagogical practices in the classroom. When teachers excel, teacher effectiveness is perhaps the most important predictor of student learning. Several consecutive years of outstanding teaching can compensate for the learning deficits of disadvantaged students.

According to the analysis of the World Bank Group in 2020 - Human Capital Index (HCI), a child born today in Romania will have a productivity of only 58% when he reaches adulthood, compared to what he could have if he benefited from education and health services of adequate quality. This value is lower compared to the European average and decreasing compared to 2010, when this indicator was 60%.

In Romania, a child can expect to complete 11.8 years of education by the age of 18, compared to a child in France, who can expect to complete 13.8 years. More worrying is the fact that when years of schooling are adjusted for the quality of learning, the World Bank estimates that a child in Romania benefits from only 8.4 years of learning: a learning gap of 3.4 years compared to the period of schooling. Also, those studying in Romania get a score of 442 for learning outcomes on a scale where 625 represents an advanced level and 300 represents a minimum level.

A sustainable investment requires efforts to develop a resilient ecosystem in education. The Human Capital Index draws attention to the fact that Romania must urgently invest in the health and education of its children. We will not be able to accelerate progress without a contribution to increasing quality and without modernizing the educational act in the classroom, so that our students can enter the labor market as skilled and productive adults.

As part of the technical assistance to support the implementation of the Human Capital Operational Program (POCU, 2014-2020), the World Bank Office in Romania developed a training program for using the Teach tool in classroom observation and improving teaching practices in schools. Teach RO is an observation tool adapted for primary and preschool levels, in accordance with the educational priorities contained in the education reform program, targeting three main areas: classroom climate, instruction and socio-emotional skills.

An extended perspective may show that exposing observers to different teaching styles has the potential to influence their objectivity. Another example can be given which is that some observers might think, "When I went to school, this is how I learned" or "My daughter's teacher does this". (Teach RO Observer Manual, version adapted to the educational context in Romania for classroom observation in primary and preschool education teach ro, 2021).

Within Teach, 3 main areas are observed: Classroom Climate, Instruction and Social-Emotional Skills. These 3 main areas correspond to 9 elements that indicate 28 behaviors. During the observation sessions, these behaviors can be characterized with different qualifiers - "Low", "Medium" or "High".

Teach is a diagnostic system, a monitoring and evaluation tool and an integral part of a teacher professional development program. The Teach tool is useful to all those interested in education, measuring the achievement of standards in the following aspects:

- i. Classroom atmosphere
- ii. Teaching activity
- iii. Socio-emotional skills
- iv. Classroom climate
- v. The content taught
- vi. Lesson planning

Teach RO has a classroom observation protocol as follows: classroom observation is done during two 15-minute sessions, with a 10-15 minute break in between, depending on the length of the lesson. Accurately record the duration of the observation, including late starts or early ends. The idea is that if two observers watched the same teacher at the same time, they would come to the same conclusion. For this the manual is followed closely and we have to learn how to code the didactic segments objectively. For objective coding is very important note taking as it provides evidence for the qualifications and scores chosen.

The very important aspects for Teach RO are: the existence of the observer's manual and the observation sheet. Observers must read and use the manual to determine the qualifications and points awarded. At the end of each assisted lesson segment, the observer assigns a grade: "Low", "Medium" or "High", for each behavior included in the Observation Sheet, based on the evidence identified and the descriptions provided by the manual. Scores are assigned for each element according to the overall quality of the behaviors that constitute it. They range from 1 to 5, with 1 being the lowest score and 5 being the highest. The score for an item is determined by comparison with the descriptions in the manual.

To apply the Teach RO tool in a classroom, we must be as objective as possible, for this we must be very attentive to the aspects that can influence us. The idea is that two observers who are both sitting in the same classroom should agree on their scores and how they code what they observe. Our personal experiences and opinions, as observers, of what constitutes good teaching should not influence scoring and coding. Miscellaneous, non-relevant, contextual information should not influence observation scoring, as the codes should only reflect what actually happens in the classroom during the allotted observation time.

When we make several observations in a short period of time there is the possibility that we will be influenced to compare the teaching styles and skills of different teachers. This is precisely why it is very important to follow the manual exactly and observe each segment independently and avoid comparisons with other situations or other teachers.

From classroom experience we are aware that it can seem difficult to make a clear delineation of observed behaviors, because in the classroom all actions are interconnected and sometimes an observed action can serve as evidence for more than one behavior or Teach RO element, but scoring each must be done independently.

3. Research Questions

This research is focus on using Teach observation tool on preschool level for improving early childhood (ECEC) educators intentional integrative behavior for improving their teaching strategies for applying an integrative approach on class to develop children pre-competences and abilities for learning as well.

This study propose 2 research questions:

- i. How Teach observation tool will improving teachers teaching strategies?
- ii. Which are the main aries that will improve most on educators teaching approaches in earlychildhood level (ECEC)?

4. Purpose of the Study

The training of teachers for the use of the Teach RO Observation Tool is carried out through blended-learning methods of asynchronous training and synchronous training provided by Teach RO through which the training modules that provide learners with working tools and ways to develop effective teaching practices in class and in this case according to the indications of the Observer's Manual.

The design of the Teach Ro Platform facilitates access to the training and training part regarding the formation of skills or specific behaviors of observing the teacher's activity in the classroom through the note-taking stages and the process of coding the observed behaviors. The Teach RO platform offers for systematization and a practical-applicative course questionnaires in the form of evaluations along the way that systematize the understanding and use of Teach RO in the classroom but also offers the development of digital skills, the ability to use new technologies both in professional development and for the realization of the innovative teaching process active-participative.

5. Research Methods

Continuous training is part of the human resource development process, the most important element in lifelong learning. The realization of a curriculum requires the inclusion and permanent existence of three homogeneously conceived processes, namely design, application/implementation and evaluation. Potolea (2002) claimed that: "the curriculum exists through the three processes, none of them can be suspended and, consequently, they are to be integrated into a comprehensive concept of the curriculum" (p. 81). Therefore, these three processes need to be addressed interdependently. "In the curriculum project, intentions are unified with action, action with evaluation, and evaluation with regulation.

These mutual links, as well as their periodic revision, respectively the periodic revision of the curriculum, are essential in the curricular approach that Bocoş and Chiş (2013) are agree with and reinforce the idea that „he curriculum must be designed in terms of a constantly improved process (and not just the product)" (p. 65).

Bold et al. (2017) assures us that “by emphasizing the professional development of teachers, we can increase the quality of our graduating students. The quality of teachers is the key to student learning” (p. 2).

The method that we used on this research is Teach tool observation scale designed for ECEC early childhood education as it was conceived by Teach Manual, see Figure 1 (a), (b), (c).

SCHOOL ID:		TEACHER ID:	CODER ID:	GRADE:	SUBJECT:	SEGMENT 1		
CLASS SIZE: girls ____ boys ____		SCHEDULED TIME: ____:____ to ____:____		ACTUAL TIME: ____:____ to ____:____		SEGMENT LENGTH: ____ min		
TEACH Primary OBSERVATION SHEET								
TIME ON TASK								
0. TIME ON LEARNING		1 st Snapshot (4m)		2 nd Snapshot (9m)		3 rd Snapshot (14m)		
0.1 Teacher provides learning activity to most students		Y	N	Y	N	Y	N	
0.2 Students are on task		N/A	L M H	N/A	L M H	N/A	L M H	
QUALITY OF TEACHING PRACTICES								
Areas / Elements / Behaviors				Scoring		Final Scores		
A. CLASSROOM CULTURE								
1. SUPPORTIVE LEARNING ENVIRONMENT				1	2	3	4	5
1.1 The teacher treats all students respectfully				L	M	H		
1.2 The teacher uses positive language with students				L	M	H		
1.3 The teacher responds to students' needs		N/A		L	M	H		
1.4 The teacher does not exhibit bias and challenges stereotypes in the classroom		a. Gender	L M H	Sub-scores >	Determine score >	L	M	H
		b. Disability	L M H					
2. POSITIVE BEHAVIORIAL EXPECTATIONS				1	2	3	4	5
2.1 The teacher sets clear behavioral expectations for classroom activities				L	M	H		
2.2 The teacher acknowledges positive student behavior				L	M	H		
2.3 The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior				L	M	H		

Figure 1. (a) Early childhood observation sheet

Teach observation tool was used to observe and to notice educators behaviors that were indicated on aries as in the early childhood observation sheet, as showed in figure 1(a, b, c). We also will observe teaching strategies, lesson designs and teachers behaviours scored along with the early childhood development aries.

B. INSTRUCTION								
3. LESSON FACILITATION				1	2	3	4	5
3.1 The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives				L	M	H		
3.2 The teacher explains content using multiple forms of representation				L	M	H		
3.3 The teacher makes connections in the lesson that relate to other content knowledge or students' daily lives				L	M	H		
3.4 The teacher models by enacting or thinking aloud				L	M	H		
4. CHECKS FOR UNDERSTANDING				1	2	3	4	5
4.1 The teacher uses questions, prompts or other strategies to determine students' level of understanding				L	M	H		
4.2 The teacher monitors most students during independent/group work		N/A		L	M	H		
4.3 The teacher adjusts teaching to the level of students				L	M	H		
5. FEEDBACK				1	2	3	4	5
5.1 The teacher provides specific comments or prompts that help clarify students' misunderstandings				L	M	H		
5.2 The teacher provides specific comments or prompts that help identify students' successes				L	M	H		
6. CRITICAL THINKING				1	2	3	4	5
6.1 The teacher asks open-ended questions				L	M	H		
6.2 The teacher provides thinking tasks				L	M	H		
6.3 The students ask open-ended questions or perform thinking tasks				L	M	H		

Figure 2. (b) Early childhood observation sheet

C. SOCIOEMOTIONAL SKILLS								
7. AUTONOMY								
7.1	The teacher provides students with choices		1	2	3	4	5	
			L		M		H	
7.2	The teacher provides students with opportunities to take on roles in the classroom		L		M		H	
7.3	The students volunteer to participate in the classroom		L		M		H	
8. PERSEVERANCE								
8.1	The teacher acknowledges students' efforts		L		M		H	
8.2	The teacher has a positive attitude towards students' challenges		L		M		H	
8.3	The teacher encourages goal setting		L		M		H	
9. SOCIAL & COLLABORATIVE SKILLS								
9.1	The teacher promotes students' collaboration through peer interaction		L		M		H	
9.2	The teacher promotes students' interpersonal skills		L		M		H	
9.3	Students collaborate with one another through peer interaction		L		M		H	

Figure 3. (c) Early childhood observation sheet

5.1. Classroom atmosphere

The quality of teaching practices within TEACH.RO is organized in 3 main areas: Classroom Climate, Training and Socio-Emotional Skills.

Regarding the CLASSROOM CLIMATE, the focus is on the extent to which the teacher creates: 1) an environment conducive to learning by treating all children with respect, consistent use of positive language, responsiveness to children's needs and rejection of stereotypes, as well as the lack of manifestation in class of prejudices related to gender, disability, ethnicity, cultural affiliation, socio-economic status, etc.; and 2) positive behavioral expectations, by setting clear expectations about behavior, publicly acknowledging children's positive behavior, and effectively redirecting the misbehavior.

5.2. Teaching activity

Teaching area with the "Comprehension check" component highlights the teacher's activity by checking the level of understanding of the taught content to permanently ensure that most students have understood the lesson content. The teacher thus adapts the pace of teaching to provide students with additional learning opportunities. This aspect will be observed in the classroom, through the following targeted behaviors: C4.1. "The teacher determines the students' level of understanding using questions, helpful suggestions or other verification strategies"; C4.2. "The teacher monitors most of the students during the individual/group activity"; C4.3. "The teacher adapts the teaching to the level of the students".

Teaching area with the "Feedback" component offers ways to observe how the teacher provides feedback in order to deepen the students' understanding by making specific observations or by formulating suggestions that contribute to the identification of ambiguities or the understanding of successes and provides a guide to the processes of children's reflection in order to promote deep learning. This can be observed in the classroom through the following behaviors: C5.1. "Teacher provides specific comments or suggestions to clarify student misunderstandings" and behavior C5.2 "Teacher provides specific comments or suggestions that help students identify their own successes."

"Teaching" area with the "Critical Thinking" component is proposed to observe how the teacher presents the learning content in an attractive way, offering children the environment conducive to the development of critical thinking skills, by forming the skills to express their opinions on learning in a personal and reflective way.

Teaching Area with the specified domains and the described behaviors will be observed and coded according to the Teach RO Observer Manual, measuring the quality of teaching practices in primary and preschool education) by scoring points on a scale from 1 to 5 and representing the quality ranges of the behaviors noted with the following qualifiers: "low", "medium" and "high".

5.3. Socio-emotional skills-autonomy

Teacher gives children choice and encourages children to participate in class activities. The teacher gives the children the opportunity to choose and take on important roles in the classroom. Children capitalize on these opportunities by volunteering to take on different roles and expressing their ideas and opinions throughout the learning activity. This can be seen by:

- i. Teacher gives the children the opportunity to make choices
- ii. Teacher gives the children the opportunity to take on different roles in the classroom
- iii. Children volunteer to participate in activities
- iv. Teacher highlights children's efforts, rather than emphasizing achievement, intelligence, or innate abilities.
- v. Teacher has a positive attitude towards the problems encountered by the children
- vi. Teacher encourages planning in the classroom
- vii. Teacher promotes children's collaboration through peer interaction
- viii. Teacher promotes children's inter- and intra-personal skills, such as perspective-taking, empathy, emotion management, and social problem-solving skills
- ix. Children collaborate with each other through peer interaction

6. Findings

6.1. Range of behaviour Classroom atmosphere

The learning environment refers to a school environment where students feel safe and supported. In addition, all students feel welcome, because the teacher treats everyone with respect. Along with treating students with respect and the use of positive verbal language, the conducive learning environment also includes behavioral elements related to satisfying the needs expressed by children, the manifestation or elimination of prejudices, stereotypes in the relational space of the classroom. (see Figure 2)

Thus, we identify several types of teacher behavior towards children in an attempt to create an environment conducive to learning. Each behavior can be coded with one of the qualifiers - "High", "Medium" or "Low".

A.1		CLASSROOM CULTURE				
SUPPORTIVE LEARNING ENVIRONMENT		<i>The teacher creates a supportive learning environment. The teacher creates a classroom environment where students can feel emotionally safe and supported. Moreover, all students feel welcome, as the teacher treats all students respectfully. This can be observed in the classroom through the following behaviors:</i>				
Score	1	2	3	4	5	
Behavior Quality Range	LOW	MEDIUM	HIGH			
	1.1 ? The teacher treats all students respectfully	The teacher does not treat all students respectfully. <i>For example: The teacher may yell at some students, scold them, shame/ridicule them, or use physical punishment to discipline them.</i>	The teacher treats all students somewhat respectfully. <i>For example, the teacher does not treat students disrespectfully (e.g., s/he does not yell at or ridicule students), but the teacher does not show outward signs of respect toward students either (e.g., call students by their names, say "please" or "thank you," or other culturally relevant signs of respect).</i>	The teacher treats all students respectfully. <i>For example: The teacher uses students' names, says "please" and "thank you," or shows some other culturally relevant sign of respect.</i>		
1.2 ? The teacher uses positive language with students ²	The teacher does not use positive language in his/her communication with students.	The teacher uses some positive language in his/her communication with students. <i>For example: The teacher may say "well done" or "good", although this happens infrequently.</i>	The teacher consistently uses positive language in his/her communication with students. <i>For example: The teacher consistently uses encouraging phrases such as "Great job!" when students show their work to him/her, or "You can do this!", or "You are such a talented group of students."</i>			
1.3 ? The teacher responds to students' needs ³	The teacher is not aware of students' needs OR does not address the problem at hand. <i>For example: A student may not have the required supplies for the lesson, and the teacher does not notice or sees it and ignores it. Alternatively, a student may be upset because of a bad grade or a personal problem, and the teacher ignores the student or is dismissive of the issue (e.g., the teacher tells the student to "get over it" or "pull yourself together").</i>	The teacher responds to students' needs but may not address the problem at hand. <i>For example: A student may be upset because s/he does not have a pencil, and the teacher asks another student to share his/her pencil, but s/he refuses. The teacher carries on with the lesson without solving the problem.</i>	The teacher promptly responds to students' needs in a way that specifically addresses the problem at hand. <i>For example: If a student does not have a pencil, the teacher allows the student to borrow one from his/her spare pencil box.</i>			

Figure 4. Classroom atmosphere, platform activity

6.2. The classroom atmosphere

6.2.1. Range of behavior quality: Teacher treats all children with respect

LOW: Teacher does not treat all children with respect

In this situation, the teacher yells at the children, reprimands them, and ridicules them, may even use corporal punishment or remove them from the class during class.

ENVIRONMENT: The teacher treats all children with some respect

In this case, the teacher does not raise his voice at the students, does not punish them, but also does not call them by name, does not say "please", "thank you" and can even ignore the students.

HIGH: The teacher treats all children with respect

Range of behavior quality: teacher uses positive verbal language with children

LOW: Teacher does not use positive verbal language when communicating with children.

ENVIRONMENT: The teacher uses positive verbal language to some extent when communicating with students. For example: The teacher may say "Well done" or "Good", although this rarely happens.

HIGH: The teacher consistently uses positive verbal language when communicating with students. For example: The teacher constantly uses more or less complex expressions of encouragement regarding results or behavior: "You did very well", "Bravo", "Well done".

Examples of evidence for behavior Teacher uses positive verbal language with the students

- "Okay, kids! Very nice! Very good!"
- "Whoever knows the multiplication table very well after the holiday will receive a prize."
- "You had a wonderful explanation, Maria!"

6.3. Range of behavior quality: Teacher responds to the manifest needs of the children

LOW: The teacher does not notice the students' needs OR does not intervene to solve the problem. For example: A student does not have the necessary materials for the lesson and the teacher does not notice this or notices this but ignores it.

ENVIRONMENT: The teacher responds to the students' needs, but does not intervene to solve the problem. For example: A student may be upset because he doesn't have a pencil, and the teacher asks another child to give him the pencil, but he refuses. The teacher continued the lesson without solving the problem. When a student sits alone and angry, the teacher says, "You're angry and you'll do better next time. You practice a little bit at home and you solve the problem, you don't sit around sulking all day."

HIGH: The teacher responds promptly to the needs of the students in a specific way to solve the problem. For example: If a student does not have a pencil, the teacher lends the child a pencil from his spare box. Alternatively, when a student struggles to see the board, the teacher rewrites the larger text or provides the student with an alternative way to access the information on the board, such as on a separate sheet of paper or through oral instruction.

6.4. Examples of evidence for behavior Teacher responds to the manifest needs of children

- i. The preschoolers were given the task of making a drawing, but one child did not do the work because he did not have colored pencils, and the teacher did not hear when he asked for help.
- ii. During the language education activity, the preschoolers are seated in a semicircle, and the teacher reads a story. During the story a child says he needs the bathroom, the teacher doesn't say anything, just motions him to sit down.
- iii. A child does not have the textbook with him, and the teacher lends him his copy.
- iv. During the activity, a child tells the teacher that there is too much sun and he does not see what she is showing them. The teacher points to the place where there is a shadow so that he can see better: "Stay a little further back. Look where the blue pillow is."

6.5. Range of behaviour Teaching, teaching platform activity

We present the teaching area with the components aimed at "facilitating learning" checking for understanding, 'feedback' and 'critical thinking'. Specific to this area is the role of the teacher who facilitates the lesson to promote understanding, ensuring good understanding by explicitly formulating the objectives of the lesson, providing clear explanations of the concepts presented and connecting the lesson to other knowledge or experiences of the children to facilitate sustainable learning (see Figure 3).

B.4					
INSTRUCTION		<i>The teacher checks for understanding for most students. The teacher checks for understanding to ensure most students comprehend the lesson content. Moreover, the teacher adjusts the pace of the lesson to provide students with additional learning opportunities. This can be observed in the classroom through the following behaviors:</i>			
CHECKS FOR UNDERSTANDING					
Score	1	2	3	4	5
Behavior Quality Range	LOW	MEDIUM	HIGH		
	<i>In this classroom, the teacher does not check for any student's understanding.</i>	<i>In this classroom, the teacher is effective at checking only a few students' understanding.</i>	<i>In this classroom, the teacher is effective at checking for most students' understanding.</i>		
4.1 ? The teacher uses questions, prompts, or other strategies to determine students' level of understanding	The teacher either does not ask questions/prompts students at all OR when s/he does, the class responds in synchrony, which is accepted without further checking for understanding. <i>For example: When explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond in unison, "Yes, we have." Another example is that the teacher inquires, "This is correct, right?" after completing a problem set. The class or an individual student replies, "Yes, this is correct."</i>	The teacher uses questions, prompts, or other strategies that are effective at determining only a few students' level of understanding. <i>For example: The teacher asks, "What is 7+8?" Only a few students respond by raising their hand, a group from which the teacher calls upon 1 or 2 students to provide an answer. Alternatively, the teacher asks the question but does not ask students to raise their hands in response and simply allows students to willingly volunteer their answers.</i>	The teacher uses questions, prompts, or other strategies that are effective at determining most students' level of understanding. <i>For example: The teacher says, "Please put your thumb up if you agree or down if you disagree with this statement. Equilateral triangles have equal angles." The teacher also asks students to demonstrate their knowledge by having all students share their answers, e.g., by asking each student to read out the sentence s/he wrote using past tense verbs.</i>		
4.2 ? The teacher monitors most students during independent/group work ⁷	The teacher does not monitor students when they are working independently or in groups. <i>For example: The teacher sits at his/her desk or remains standing in front of the class when students are working.</i>	The teacher monitors some students when they are working independently or in groups to check their understanding. <i>For example: The teacher observes some student work for accuracy, clarifies concepts, or asks questions.</i>	The teacher systematically monitors most students by circulating the classroom and approaching individual students or groups to check their understanding. <i>For example: When students are working, the teacher walks around the classroom, making sure to approach students or groups in a systematic way. The teacher observes most students' work, clarifies concepts, and asks questions.</i>		
4.3 ? The teacher adjusts teaching to the level of students	The teacher does not adjust teaching for students. <i>For example: The teacher may notice that many students are getting the wrong answer but does not re-explain the concept or provide additional opportunities to learn.</i>	The teacher slightly adjusts teaching, but this adjustment is brief and superficial. <i>For example: As students complete an alphabet worksheet, the teacher notices they are not dotting their 'i's. In response, s/he briefly reminds the class to dot their 'i's.</i> <i>Or, when solving the multiplication problem 7 x 3, a student confuses the process with addition and answers '10' on their worksheet. In response, s/he reminds the student that they are doing multiplication and not addition equations.</i>	The teacher substantially adjusts teaching for students by providing students with more opportunities to learn. The teacher may further present information in a different way to help students better understand the concept being taught. The teacher may also provide more challenging tasks for those who already have an advanced understanding. <i>For example: As students complete an alphabet worksheet, the teacher notices they are not dotting their 'i's. In response, s/he briefly stops the activity and reviews the differences between capital and lower case 'i's before continuing with the alphabet activity. In realizing that a student is not understanding the process of multiplication, the teacher may draw a picture or use concrete objects to help the student better understand the operation.</i> <i>Alternatively, if the teacher notices that a student has already completed the worksheet, s/he may give that student another activity to complete while waiting for the rest of the class.</i>		

Figure 5. Teaching area, platform activity

These aspects are observed in the classroom through the following behaviors: C 3.1 "The teacher explicitly formulates the objectives of the lesson and makes the connection between the classroom activities and the objectives"; C3.2. "The teacher explains the content clearly"; C3.3. "During the lesson, the teacher makes connections with other previously acquired knowledge or with the daily life of the students"; C3.4. "The teacher exemplifies or demonstrates through think-alouds or uses multiple forms of representation."

A relevant and notable aspect in the activity of the observer is the fact that exemplification can intervene at any time during the lesson (even at the end). If the learning activity is carried out following a certain procedure, the exemplification will include explaining how the procedure is applied, so students will be able to observe. However, if the purpose of the activity is to develop a thinking skill, we will notice a complete model will include thinking aloud. We can consider an activity to be exemplary if the teacher demonstrates/explains the application of procedures or thought processes related to the learning activity.

C.7						
SOCIOEMOTIONAL SKILLS		<i>The teacher allows students to make choices and encourages students to participate in the classroom.</i>				
AUTONOMY		<i>The teacher provides students with opportunities to make choices and take on meaningful roles in the classroom. Students make use of these opportunities by volunteering to take on roles and expressing their ideas and opinions throughout the lesson. This can be observed in the classroom through the following behaviors:</i>				
Score	1	2	3	4	5	
Behavior Quality Range	LOW	MEDIUM	HIGH			
	7.1 ? The teacher provides students with choices	<i>The teacher does not explicitly provide students with choices. The teacher decides how learning activities should be completed, without providing different options for how students can approach the task. For example: Students are asked to complete a set of math problems following a prescribed set of steps. Alternatively, the teacher tells students to write sentences without providing intentional choices.</i>	<i>The teacher explicitly provides students with at least one superficial choice that is not related to the learning objective. For example: The teacher allows students to choose between different colored pencils to complete an assignment, decide where to sit in the classroom when completing a task, choose the order in which to complete the activities, or vote on which student presentation was the best.</i>	<i>The teacher explicitly provides students with at least one substantive choice that is related to the learning objective. For example: The teacher allows students to choose between writing an essay or doing a presentation about their favorite sport. In a science class, the teacher lets students choose an animal to investigate. In a math class, a teacher allows students to choose how they will solve a multiplication problem (e.g., by using concrete materials, drawing pictures or using a number line).</i>		
7.2 The teacher provides students with opportunities to take on roles in the classroom	<i>The teacher does not provide students with opportunities to take on roles in the classroom. For example: The lesson is primarily lecture-based and highly structured; subsequently, students' participation is limited to copying down information. In this lesson, students never get the chance to come to the board or read a text.</i>	<i>The teacher provides students with opportunities to take on limited roles in the classroom. For example: Students take attendance, assign tasks, pass out materials, or write on the board. Limited roles also include housekeeping tasks such as fetching water, wiping the board, or cleaning the classroom.</i>	<i>The teacher provides students with opportunities to take on meaningful roles in the classroom, in which they are responsible for parts of a learning activity. For example: The teacher gives a student the opportunity to solve an equation on the board and explain to the class how s/he tackled the main challenges of the problem.</i>			
7.3 ? The students volunteer to participate in the classroom	<i>Students do not volunteer to participate in the classroom.</i>	<i>Only a few students volunteer to participate by expressing their ideas and taking on roles. For example: When the teacher asks a question, only a few students put their hand up to answer; later when the teacher asks another question, the same few students put their hand up.</i>	<i>Most students volunteer to participate by expressing their ideas and taking on roles. For example: When the teacher asks a question, many students put their hand up to share their answers. The students could also volunteer without the teacher asking (e.g., a student offers to share a related experience when the teacher is explaining a concept).</i>			

Figure 6. Social abilities area – Autonomia, platform activity

6.6. Range of behaviour Teacher gives children the opportunity to make choices

Properly trained teaching staff, using effective techniques and methods for both teaching and learning, manage to stimulate students to learn and develop the ability to work for their personal development (see Figure 4).

The interactions between the teacher and the children, as well as the behaviors shown in the classroom, are elements that an observer analyzes from the perspective of socio-emotional skills, in order to evaluate the students' autonomy, perseverance and collaboration. The measurement of the quality of teaching practices is done using three quality ranges: low, medium and high.

6.7. Examples of evidence for behavior Teacher gives children the opportunity to make choices

Low - the teacher fails to develop the children's autonomy. He does not give them the opportunity to choose the activity, the materials or where and how to play or participate in the class activities, he decides how the activities will be carried out, without giving them different options for solving the task. Eg: During the activity of learning natural number order, everyone has to fill in the blanks on a worksheet. No one can solve it otherwise. They are not allowed to participate in any other activity.

Teacher manages to a certain extent to develop the autonomy of the children. The teacher explicitly gives the children the opportunity to make at least one superficial choice unrelated to the learning objective. Eg: During the activity with the children, the teacher allows them to solve the

requirement using different colored pens. Children are given the opportunity to solve the requirements standing or using another position, not just the classic one, sitting on a bench.

High - the teacher succeeds in developing the children's autonomy. The teacher explicitly provides children with at least one substantial choice that is related to the learning objective. Eg: In the lesson on ordering natural numbers, children are allowed to order the numbers by completing the worksheet or using balls, sticks. They can play games to sort other children or various objects in the classroom in ascending or descending order by height, they can use apps to order numbers using the calculator or playing cards. Children are given the opportunity to solve the requirement using open-ended choices. E.g.: The teacher asks the children which objects they want to order in ascending order, and the children answer by choosing an application installed on the phone, some pebbles, sticks, balls or other toys of the same shape.

6.8. Examples of evidence for behavior Teacher gives children the opportunity to take on different roles in the classroom

Low - the teacher fails to develop the children's autonomy. The teacher does not provide opportunities for children to assume different roles in the classroom. The class is mostly teacher led and very structured. E.g.: Children do not have the opportunity to take on roles in the classroom, erase the board or help their peers understand better. They are only allowed to memorize, they are not given the opportunity to go out on the board or offer help.

Environment - the teacher succeeds to a certain extent in developing the children's autonomy.

Teacher provides opportunities for children to assume limited roles in the classroom. E.g.: In the lesson about plants and their role, students have the opportunity to participate in cleaning activities, distributing teaching materials, they can wipe the blackboard. Roles are limited to administrative ones, supporting the proper running of the class (see Figure 5).

C.8					
SOCIOEMOTIONAL SKILLS					
PERSEVERANCE					
The teacher promotes students' efforts, has a positive attitude toward challenges, and encourages goal setting. The teacher promotes students' efforts toward the goal of mastering new skills or concepts, instead of focusing solely on results, intelligence, or natural abilities. In addition, the teacher has a positive attitude toward challenges, framing failure and frustrations as useful parts of the learning process. The teacher also encourages students to set short- and/or long-term goals. This can be observed in the classroom through the following behaviors:					
Score	1	2	3	4	5
Behavior Quality Range	LOW	MEDIUM	HIGH		
	In this classroom, the teacher is ineffective at developing students' perseverance.	In this classroom, the teacher is somewhat effective at developing students' perseverance.	In this classroom, the teacher is effective at developing students' perseverance.		
8.1 ? The teacher acknowledges students' efforts rather than focusing only on results, intelligence, or natural abilities	The teacher does not acknowledge student efforts. Although the teacher may praise students for "being smart" or "intelligent," the teacher does not focus on students' efforts or work. <i>For example: The teacher says, "Very good! You're the smartest student in the class" or "Well done! You're so smart!"</i>	In this classroom, the teacher sometimes acknowledges student efforts, but most praise is focused on outcomes or student intelligence. <i>For example: When a student does well on a test, the teacher says, "I know you put so much hard work into this!" but most times, the teacher praises students by saying they are "smart" or "intelligent."</i>	In this classroom, the teacher frequently acknowledges students' efforts toward mastering new skills or concepts and identifies these efforts explicitly. <i>For example: When students solve a difficult problem they had been struggling with, the teacher praises and highlights the efforts they made to solve the problem. The teacher says, "You have progressed so much on our multiplication problem sets! I'm glad you asked me for help. If you keep practicing and using the strategies we learned in class, you'll master them all very soon!"</i>		
8.2 ? The teacher has a positive attitude towards students' challenges ¹⁰	The teacher has a negative attitude toward students' challenges. <i>For example: The teacher explicitly scolds students for making mistakes or becomes impatient with a student for taking time to understand a new concept.</i>	The teacher has a neutral attitude toward students' challenges. Although the teacher does not penalize a student for making mistakes or struggling with a new concept, the teacher does not make it clear that failure and frustration are normal parts of the learning process either. <i>For example: When a student is struggling to solve a math problem on the board, the teacher simply gives the student the answer in a neutral manner (i.e., not in an angry or impatient manner).</i>	The teacher has a positive attitude toward students' challenges, and helps students understand that failure and frustration are normal parts of the learning process. <i>For example: When a student is struggling with a problem set, the teacher says, "Remember, it's okay to feel frustrated when we're trying to do something new! Let's think about how we can go about this." The teacher also encourages students to think through different resources they could turn to for help (e.g., asking a friend for advice, looking for answers in the textbook, using concrete materials or pictures when solving math problems).</i>		
8.3 The teacher encourages goal setting	The teacher does not encourage students to set short- or long-term goals. ¹¹	The teacher encourages students to set either short- OR long-term goals. ¹¹ <i>For example: For short-term goal setting, the teacher says, "How many pages of the book will you read each day this week?" For long-term goal setting, the teacher says, "I want you to write down how much progress you've made on the goals we set at the beginning of the school year." Alternatively, the teacher may talk about the importance of setting goals in a general way. <i>For example: The teacher says, "It's important to think about what you want to be when you grow up." In addition, the teacher highlights how characters in a story set a short- or long-term goal for themselves and how they worked toward it.</i></i>	The teacher encourages students to set short- AND long-term goals. ¹¹ The teacher may reference both long- and short-term goals at the same time, particularly when encouraging students to set a short-term goal that would help them achieve a long-term goal. <i>For example: The teacher says, "Let's think about the goals we set for ourselves at the beginning of the school year. What is one thing you will do this week that will get you closer to that goal?" Alternatively, the teacher talks about the short- and long-term goals separately (as in the examples for "Medium").</i>		

Figure 7. Social abilities area – Perseverance, platform activity

High - the teacher succeeds in developing the children's autonomy. The teacher gives children opportunities to take on important roles in the classroom, being responsible for certain parts of a learning activity. For example: In the lesson about plants and their role, the children have the opportunity to bring plants with roots to class, they can be given the task of presenting the plant they brought from home and help their classmates who do not know what to do to learn better. For example. they can go out into the schoolyard and teach their classmates how to pullout root plants without breaking them, clean them and present them in front of the class. They can be teachers for 5 minutes to teach other children.

6.9. Range of behaviour Teacher highlights children's efforts, rather than emphasizing achievement, intelligence, or innate abilities

6.9.1. Examples of evidence for behavior Teacher highlights children's efforts, rather than emphasizing achievement, intelligence, or innate abilities

Low - the teacher fails to develop children's perseverance. The teacher does not recognize the children's efforts. Although the teacher may praise the children by telling them they are "clever" or "intelligent" or by focusing only on the result, the teacher does not emphasize the children's efforts or the

process of acquiring new skills. E.g.: The teacher praises the children for being clever, congratulates them on the result of their work, but not on how they got there.

Medium - the teacher succeeds to a certain extent in developing children's perseverance. In this class, the teacher sometimes recognizes the children's efforts, but gives most of the praise in reference to the children's achievements or intelligence. E.g.: The teacher sometimes praises the children for the effort they put in, but most of the time the praise is only for the result achieved by the students, telling them that they are clever or clever.

High - the teacher succeeds in developing children's perseverance. In this classroom, the teacher often recognizes children's efforts, encouraging them to develop new skills or learn new concepts, and explicitly identifies these efforts. E.g.: The teacher congratulates the children for their effort during the learning process to reach the result and publicly recognizes their merits. For example: He tells them "I congratulate you for looking carefully at this plant and recognizing what kind of root it has" or "I like that you formulated the sentence correctly when you answered."

7. Conclusion

The role of the Teach RO classroom observation tool was to measure the effort in which the teacher facilitates learning by explicitly stating the objectives that correspond to the learning activity, clearly explaining the content and establishing links between the learning activity and other areas of knowledge or aspects related to children's everyday life thus directing the learning activity through acting out or practicing thinking aloud.

Teacher's behavior was constantly check understanding by asking questions in the context of teaching, formulating suggestions or other effective means and strategies in order not to effectively move from one topic to another.

In this way it will determine the level of understanding of the children, by monitoring the children during group or individual learning activities and by adapting the teaching to the level of the children. The teacher will provide permanent feedback by addressing specific comments or indications to clarify children's misunderstandings or to identify their successes.

The valid Teach RO tool adapted to the Romanian education system and the learning needs of teachers represents a tool for diagnosing and developing teaching practices in the classroom, and its application in school practice is an essential step in the process of improving the practices used by teachers from the pre-university education system.

Classroom observation using the Teach RO tool will increase awareness of the role of observation in effective teaching practices and ensure the implementation of beneficial behavior for students and preschoolers that will improve the classroom climate. Teach RO is used as an innovative classroom observation tool that captures the quality of teaching practices with a role in supporting and developing children's socio-emotional and cognitive skills.

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