

STUDENT-TEACHER INTERACTIONS (ENDLINE)

Encouraging Teachers to Improve the Skills of Low-Performing Students
The World Bank

I. GENERAL INFORMATION

[Complete this section before you enter the school.]

1. Surveyor ID *[Check your ID card]:*
 - a. _____
2. Date of the survey
 - a. ____/____/____ *[Use mm/dd/yyyy format.]*
3. Time of the survey
 - a. ____:____:____ *[Use hh:mm:ss format.]*
4. Division:
 - a. Chittagong
 - b. Mymensingh
 - c. Rajshahi
5. District *[Ask your field supervisor]:*
 - a. _____
6. School name *[Ask the school principal]:*
 - a. _____
7. School code
 - a. _____

II. MAPPING THE CLASSROOM

[Ask the teacher to enter the classroom that you are slated to observe on the previous period that you plan to observe. Use this period to identify the number of seats and describe their layout.]

8. How many rows of student seats (i.e., from blackboard to the back wall) are there in this classroom?
 - a. _____
9. How many columns of student seats (i.e., from where you are standing to the other end) are there in this classroom?
 - a. _____

10. How many students are in each desk? *[Enter the number of students sitting in each desk by writing the number in the corresponding cell in the classroom map below. Leave the inapplicable cells blank. Enter only one number in each cell.]*

YOU ARE POSITIONED IS THIS SIDE	BLACKBOARD IS HERE								
		COL 1	COL 2	COL 3	COL 4	COL 5	COL 6	COL 7	COL 8
	ROW 1								
	ROW 2								
	ROW 3								
	ROW 4								
	ROW 5								
	ROW 6								
	ROW 7								
	ROW 8								
	ROW 9								
	ROW 10								
	ROW 11								
	ROW 12								
	ROW 13								
	ROW 14								
	ROW 15								
	ROW 16								

III. TALLYING INTERACTIONS

[Before starting to tally the interactions, familiarize yourself with the notes for each entry type at the bottom of the table.]

In the period that you plan to observe (not the period in which you mapped the classroom), tally every interaction between the teacher and a student using the table below, regardless of how brief it is. Complete every cell of each row choosing the option that best fits the interaction.

If an interaction between two people involves a third person, enter the interaction with the third person as a separate row.]

Col. # (a)	Row # (b)	Seat # (c)	Roll # (d)	Name (e)	Time (f)	Starter (g)	Direction (h)	Content (i)	Tone (j)	Type (k)	Length (l)	Materials (m)
						T S	U B M	A L S	A S M N	S Q	S M L	B T N O

Notes:

- (a) Insert the column number using the seating map that you created. For example, if a student is seating in the left-most column of desks, write “1”.
- (b) Insert the row number using the seating map that you created. For example, if a student is seating in the first row of desks, write “1”.
- (c) Insert the seat number within a desk, from left to right. For example, if there are three students sitting in a bench, and the teacher is interacting with the second student, write “2” in the seat number cell.
- (d) Ask the teacher for the student’s roll number after the observation period.
- (e) Ask the teacher for the student’s name after the observation period.
- (f) Insert the time at which the interaction started, using the hh:mm:ss format.
- (g) Indicate who started the interaction: the teacher (T) or the student (S).
- (h) Indicate whether the interaction was uni-directional (i.e., one person speaking to the other, U); bi-directional (i.e., one person speaks and the other one responds, B); or multi-directional (i.e., one person speaks, the other one responds, and the original person replies, M). Choose “M” if there is any back-and-forth beyond the original person replying.
- (i) Indicate whether the interaction was academic (i.e., focused on the subject being taught, A); logistic (i.e., focused on class-management aspects, such as handing out papers or seeking permission to go to the bathroom); or social (i.e., focused on the teacher or student’s private lives; S).
- (j) Indicate whether the interaction was adversarial (e.g., teacher dismissed a student’s comment, A); supportive (e.g., teacher asked a student to elaborate on a comment); mixed (i.e., a combination of adversarial and supportive, M); or neither (N).
- (k) Indicate whether the person who initiated the interaction was making a statement (S) or a question (Q).
- (l) Indicate whether the whole interaction was short (i.e., 5 seconds or less, S); medium (i.e., between 6 and 10 seconds, M); or longer (i.e., more than 10 seconds, L).
- (m) Indicate whether the interaction referred to any materials, including the blackboard (B); textbook (T); the student’s notebook (N); or other materials (O).