



# Early Grade Reading (EGR)

Time-on-Task Study Report



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USAID/West Bank and Gaza

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## List of Abbreviations

AAM	Assessor Accuracy Measures
DC	District of Columbia
DEP-ASIA/ME	Data for Education Programming in Asia and the Middle East
EGR	Early Grade Reading Project
EGRA	Early Grade Reading Assessment
IRR	inter-rater reliability
MOEHE	Ministry of Education and Higher Education
NC	North Carolina
NELP	National Early Literacy Panel
NGO	nongovernmental organization
NICHD	National Institute of Child Health and Human Development
NIET	National Institute for Education Training
NY	New York
RTI	Research Triangle Institute (RTI International)
SD	standard deviation
SOP	standard operating procedures
TOT	time-on-task
USAID	United States Agency for International Development

# 1. Justification

An expanding research base over the past several decades has strengthened understanding of the specific literacy environment that supports children's literacy skills. Although much of this work comes from a range of environments, the similarities across languages all show a need to learn and practice the relationship between oral language and the print that represents it.

Several large research reviews conclude that the methods used to teach reading have a key influence on successful literacy acquisition (August & Shanahan, 2008; NELP, 2008; NICHD, 2000). When instruction develops oral language skills (e.g., phonological awareness and vocabulary) and explicitly and systematically explains the relationship between sounds and symbols (i.e., letters), children have the foundation for word identification and reading comprehension.

It is also known that instructional time differentiates school systems (Lavy, 2015) and effective instruction dedicates more time to reading and writing than less effective instruction in the same context (Taylor et al., 2000; Topping & Ferguson, 2005). Time dedicated to print exposure is particularly helpful for students classified as poor readers (Mol & Bus, 2011). Furthermore, it is understood that from infancy to early adulthood, across literacy skills such as reading comprehension and spelling, moderate to strong relationships to print exposure exist with increased effects over time.

In the context of the West Bank and the schools supported by the Ministry of Education and Higher Education (MOEHE), Arabic literacy skills are taught as a subject on a regular basis as a regular part of the school calendar. Results from a direct child assessment of reading achievement indicate that students in the early grades need more support in learning to read (LaTowsky & Edwards, 2014). Specifically, approximately a quarter (27%) of grade 2 students could accurately and automatically read, as expected, a grade-level story without diacritics. Reading with diacritics was at a lower percentage (16%). These achievement results are not sufficient and the MOEHE would like information on how time is actually allocated and used to support students' reading and writing development in the early grades.

The MOEHE's line of inquiry is relevant, as previous research in the region shows that use of instructional time, and the way it is used, influences student outcomes (Yarrow et al., 2014). The current study will help the MOEHE to make informed decisions on options to allocate and use instructional time to improve early grade literacy outcomes.

## 1.1 Research Questions

The following research questions were generated to guide this line of inquiry conducted by the West Bank Early Grade Reading (EGR) team, in partnership with the MOEHE.

- Research Question 1: How much time is allocated in the school day on the school calendar for Arabic instruction?
- Research Question 2: How is instructional time used that is designated for Arabic? How much of the lesson focuses on reading/writing? What instructional approach is used? What activities are students involved in? What is their level of engagement?

- Research Question 3: Which effective literacy instructional pedagogical behaviors are seen?
- Research Question 4: In addition to the Arabic lesson, how much time in the school day is the teacher instructing? Does this time focus on instruction in reading, writing, and/or language development?
- Research Question 5: What are the barriers to instruction and time on task?

## 2. Methodology

### 2.1 Participants

Schools were selected from an MOEHE-provided list of government schools to represent the three regions of the West Bank—North, Center, and South. For the study sample, an equal number of schools were selected from each region. Selection criteria included if the school was a government school, if it had a kindergarten, and if it represented one of the typical school types in each region. The sample included a total of 18 schools: 8 coeducational schools, 5 boys' schools, and 5 girls' schools.

In each school, one kindergarten, one first-grade and one second-grade classroom was observed. Of the 54 teachers observed and interviewed, 85% were female. The average class size was 18 students in kindergarten, 26 students in grade 1, and 27 students in grade 2. Of the 19 principals (one school had two principals), 74% were female and each were interviewed once.

### 2.2 Instruments

The EGR team adapted and created the instruments used in the time-on-task study. Originally written and submitted for approval in English; the tools were later translated into Arabic. A standard best practice is to do a “back” translation to ensure that the procedures and the items maintain their original intention. The back translation found a few discrepancies, which were resolved and corrected accordingly. The EGR team was extremely familiar with the tools and their procedures. The updated English tools are provided in **Appendix A** and include the following.

*Timed Lesson Observation:* This instrument was adapted from an existing tool (Jukes et al., 2016). It captures a snapshot of the classroom at two-minute intervals, noting instruction, materials, student response, focus, and engagement for the duration of the Arabic lesson. One assessor per grade and per school used it.

*Binary Checklist:* This instrument was adapted for this study to collect information on teachers' pedagogical literacy practices and the resources used during the Arabic lessons. The assessor, who observed the timed lesson, completed the binary checklist immediately following the Arabic lesson.

*Time Tracking Tool:* This instrument was developed for the study to track the use of time throughout the entire school day. Classroom events were coded to four categories, and start and end times were noted. One assessor per grade and per school used it.

*Teacher Interview:* This instrument was adapted for this study. Most of the questions were open-ended and asked about teachers' enjoyment of and their needs for providing

Arabic instruction. Teachers were interviewed individually at a convenient time that did not interfere with instruction (e.g., recess). The interview was administered by the assessor who had conducted the timed lesson observation.

*Principal Interview:* This instrument was adapted for this study. The questions gathered information about the allocation of time at the school level and the needs for kindergarten and grade 1 and grade 2 instruction. Principals were interviewed once by the coordinator overseeing the data collection at each school.

## 2.3 Assessor Training

The EGR team worked with the MOEHE's supervision team to identify supervisors who could attend the assessor training and conduct six days of observations without interference from other responsibilities. The supervisors that attended the assessor training are noted in **Appendix D**. Each data collection team included two assessors per grade and a coordinator. Assessors were grouped by region during the training.

The four-day training was held at the National Institute for Education Training (NIET) and included a variety of procedures and activities to prepare for a reliable data collection. The training agenda is provided in **Appendix E**. The first day of the training gave assessors an introduction to the study and provided them with an overview of the tools and their responsibilities. The second day was dominated by practicing with the tools using videos and written snippets and collecting feedback. The Standard Operating Procedure (SOP) document was reviewed to provide each data collection team with clear expectations for school visits. The third day involved field visits to three schools to pilot the tools and the procedures. The fourth and final day of training was used to learn from the pilot and formally measure agreement on the instrument.

Several activities to increase data quality were included in the training. Videos from Palestinian and Jordanian classroom observations were coded to create a collection of student–teacher interactions that would be similar to those expected in the actual observations. To ensure that the training included practice with a variety of interactions that might be observed in Palestinian classrooms, written snippets of classroom activities were created (see **Appendix B**). In addition, early in the training, the mode, or the most common response for that item, was calculated. The mode was useful for determining if more training was needed or if the definition for a particular code needed to be expanded to accommodate the shared agreement.

The study instruments served as the primary training documents and proved an effective way to help the assessors focus on the instruments and not extraneous paperwork. As effective as this method can be, an individual instrument does not dictate how it should be used in conjunction with the other instruments or other activities. Therefore, an SOP, outlining the flow of activities at a school from assessors' arrival to departure, was used (see **Appendix C**).

## 2.4 Data Agreement

Several methods were used for measuring Assessor Accuracy Measures (AAM) or inter-rater reliability (IRR) to measure data consistency across assessors. One way to examine data is via agreement to the gold standard, or the recommended way to code an interaction. For each time interval or range of time, codes were selected that most reflected the definitions and examples for that code. The gold standard could be

considered the correct answer. However, as important as it is for the assessors to code correctly, it is as important to measure the degree of consistency, or reliability, among the assessors. Several structured methods for collecting agreement to the gold standard and to each other were used.

Multiple assessor measures were used to measure consistency. For the time tracking tool, assessors had a 97% rate of agreement. Other assessor measures were used to measure consistency for the two Arabic lesson tools using video (see **Appendix F**). Consistency across the timed Arabic instrument was 73% agreement, and the untimed checklist resulted in 79% agreement. Both of these consistency measures are within acceptable ranges for classroom observation data. The agreement rates for each tool and subcategories are shown in **Table 1**.

**Table 1. Assessor Agreement Time-on-Task Instruments**

Instrument or Subcategory	Agreement
Time Tracker	97%
Timed Observation Total	73%
Timed Observation Instruction	84%
Timed Observation Materials	66%
Timed Observation Student Response	65%
Timed Observation Focus	70%
Timed Observation Engagement	56%
Untimed Checklist Total	79%
Untimed Checklist Oral Language	83%
Untimed Checklist Alphabetic Principal	66%
Untimed Checklist Reading	81%
Untimed Checklist Comprehension	93%
Untimed Checklist Writing	89%
Untimed Checklist Resources	71%
Untimed Checklist General	67%
Qualitative Behaviors	97%

Agreement was also measured to procedural items such as qualitative behaviors and data collection procedures (see **Appendix G**). Agreement was 97%.

To continue to increase data quality during actual data collection, guidance tips were sent daily to the assessors during data collection. The tips averaged about 50 words and were intended to increase data quality and maintain the positive reaction the assessors had to the study (see **Appendix H**).

## 2.5 Data Collection

Trained assessors collected the data on paper forms, the coordinator for each team then gathered the data and passed it on to the EGR team daily. After all the schools were

visited, the data was entered into an Excel database designed to reduce errors (e.g., it only accepted entries in a particular format or number). A second person entered the same data, which helped to identify data entry errors. Thereafter, the data was cleaned and analysis conducted using Stata/MP 14 statistical software.

### 3. Results

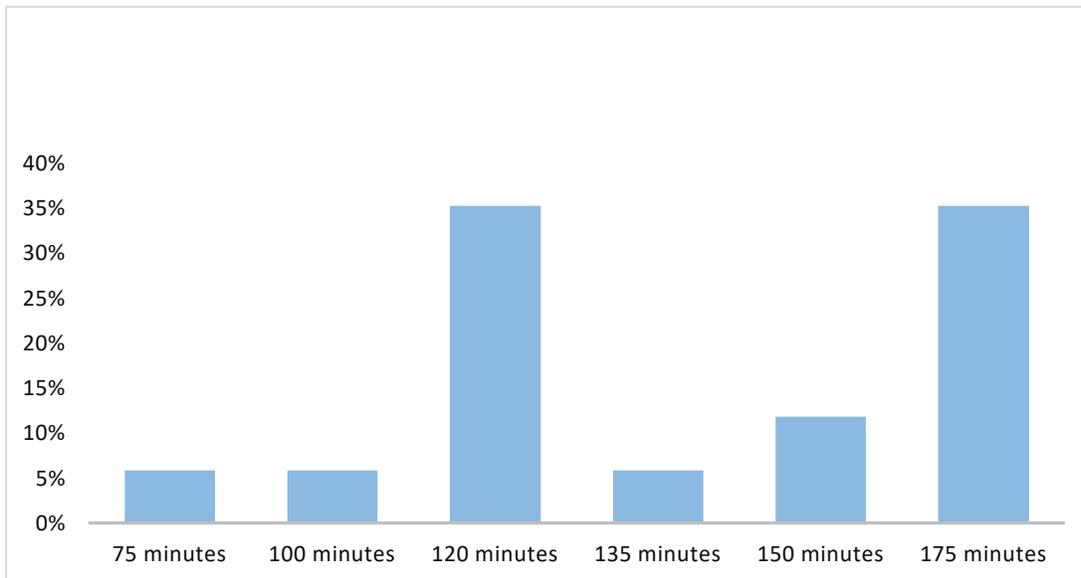
#### 3.1 Research Question 1: Time allocation for Arabic instruction

##### 3.1.1 *How much time is allocated in the school day on the school calendar for Arabic instruction?*

To answer this question, the EGR team examined the school schedule through an interview request made directly to the principal.

The amount of time that principals reported being used for Arabic instruction in grade 1 and grade 2 was a consistent 400 minutes per week in every school observed. There was no variation. For kindergarten, a range of 75–175 minutes was reported, with most (80%) classrooms providing between 120–175 minutes per week. **Figure 1** shows the distribution of Arabic instruction for kindergarten.

**Figure 1. Kindergarten: Minutes per Week Devoted to Arabic Lessons**



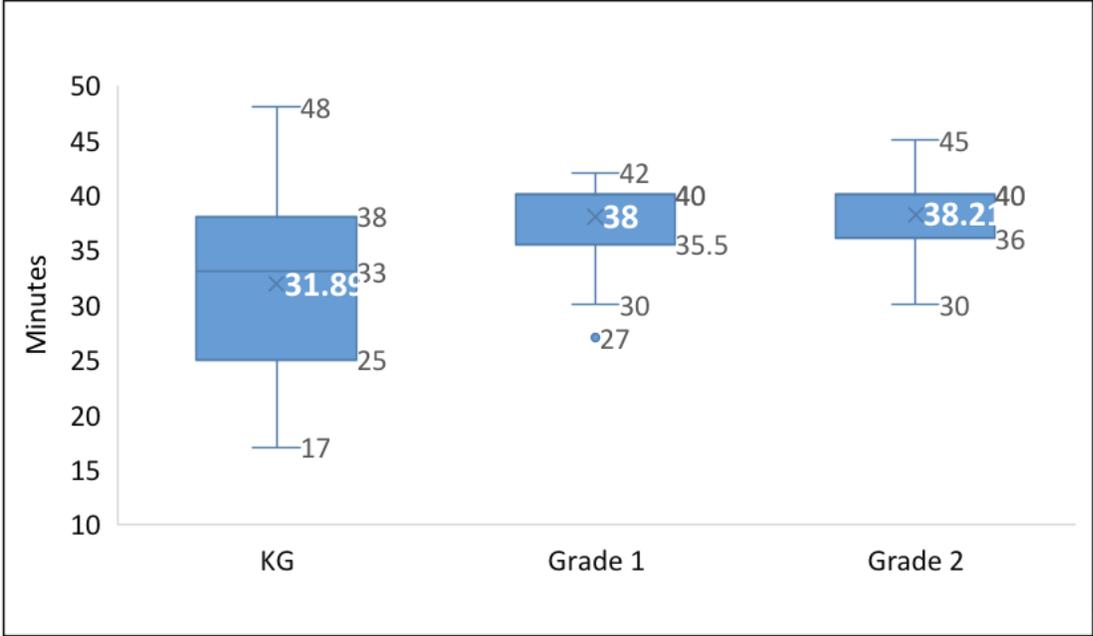
#### 3.2 Research Question 2: Arabic instruction and engagement

To answer a series of research questions related to Arabic instruction and engagement, a timed observation was used at two-minute intervals, which captured a snapshot of instruction, materials, student response, approach (i.e., focus) and engagement.

**3.2.1 How is instructional time used that is designated for Arabic?**

On the day of the observation, nearly all the schools were observed for one Arabic lesson for kindergarten and two lessons for grade 1 and grade 2. The lengths of the lessons were observed directly and are compared in **Figure 2**. The plots show that grade 1 and grade 2 lessons both averaged 38 minutes and ranged from 27 to 42 minutes and 30 to 45 minutes, respectively. The kindergarten plot shows that lessons averaged 32 minutes, but with more variation, ranging from 17 to 48 minutes.

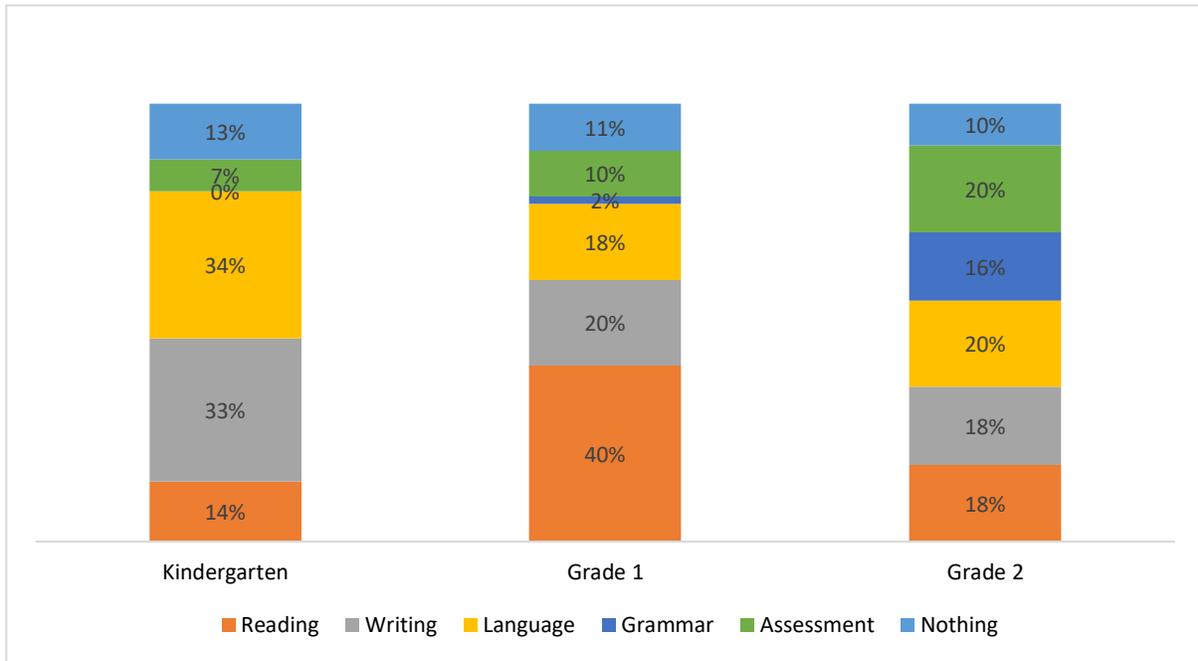
**Figure 2. Arabic Lesson Duration**



**3.2.2 How much of the lesson focuses on reading/writing?**

The amount of time dedicated to reading and writing varies depending on the grade level. **Figure 3** shows that in kindergarten classrooms, 47% of the Arabic lesson is devoted to reading and writing. These classrooms are distinguished for dedicating over a third of the lesson time (34%) for language. Grade 1 classrooms devote 60% of the Arabic lesson to reading and writing, with less language (18%) and more assessment (10%) as compared to kindergarten. Grade 2 classrooms have the most diversity, with the instructional time divided nearly equally between the domains of reading, writing, language, grammar, and assessment. Grade 2 classrooms have a noticeable increase in grammar instruction (16%) and assessment (20%). Nothing is being taught in 10% to 13% of the Arabic lessons.

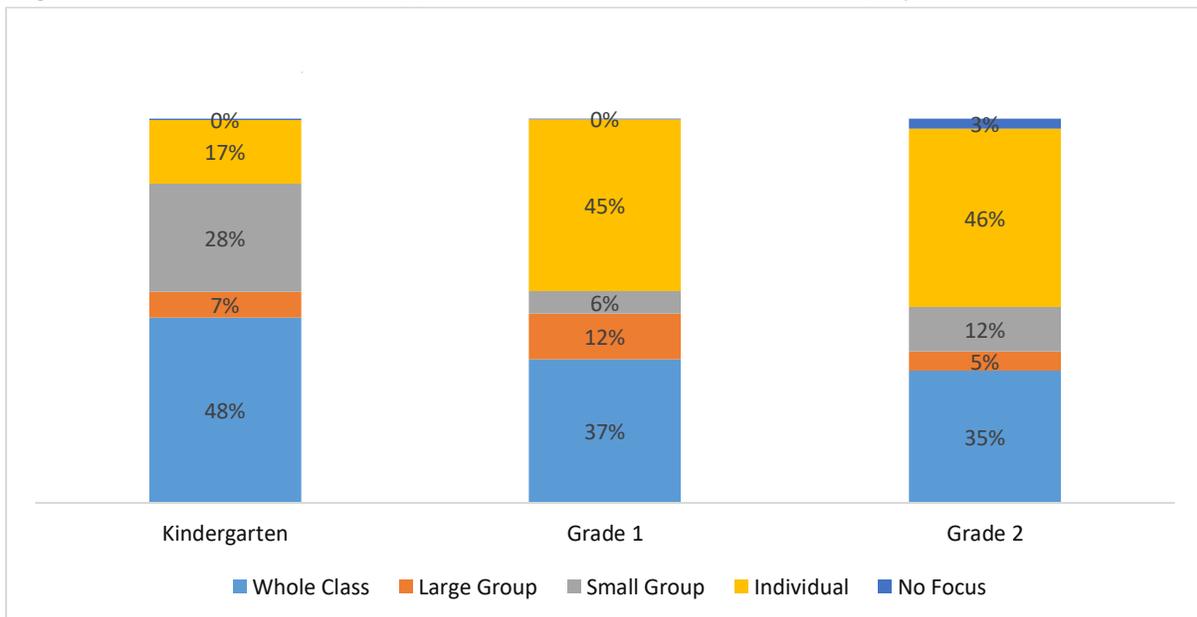
**Figure 3. Arabic Instruction**



**3.2.3 What instructional approach is used?**

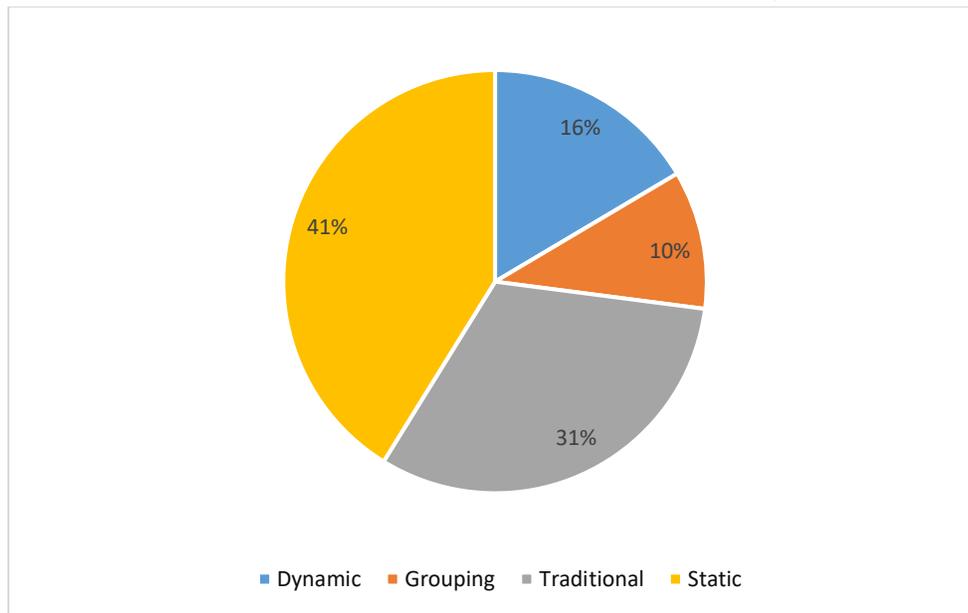
The instructional approach results showed differences by grade type. **Figure 4** shows that in kindergarten, “whole class” instruction is the approach most often used (48% of the time). An “individual” approach is higher in grade 1 and grade 2 (45%, 46%) than in kindergarten (17%), where a “small group” approach is more common when compared to the other grades (28%, 6%, and 12%).

**Figure 4. Instructional Approach Used for Arabic Lessons, by Grade**



Although these percentages are useful to seeing differences across grades, it was noticed that approaches used within a lesson were yielding interesting differences. **Figure 5** shows the classification for the Arabic lessons. A total of 16% of the lessons were classified as *dynamic* because they used three out of the four approaches for more than 20% of the lesson. In contrast, 10% of the lessons were classified as *grouping* because they relied on only two approaches, large group and small group, at least 40% of the time. Lessons were classified as *traditional* (31%) when whole class and individual approaches were combined for 75% of the lesson. Finally, 41% of the lessons were classified as *static* if 75% of the lesson used the same approach.

**Figure 5. Instructional Approach Used for Arabic Lessons, by Classification**



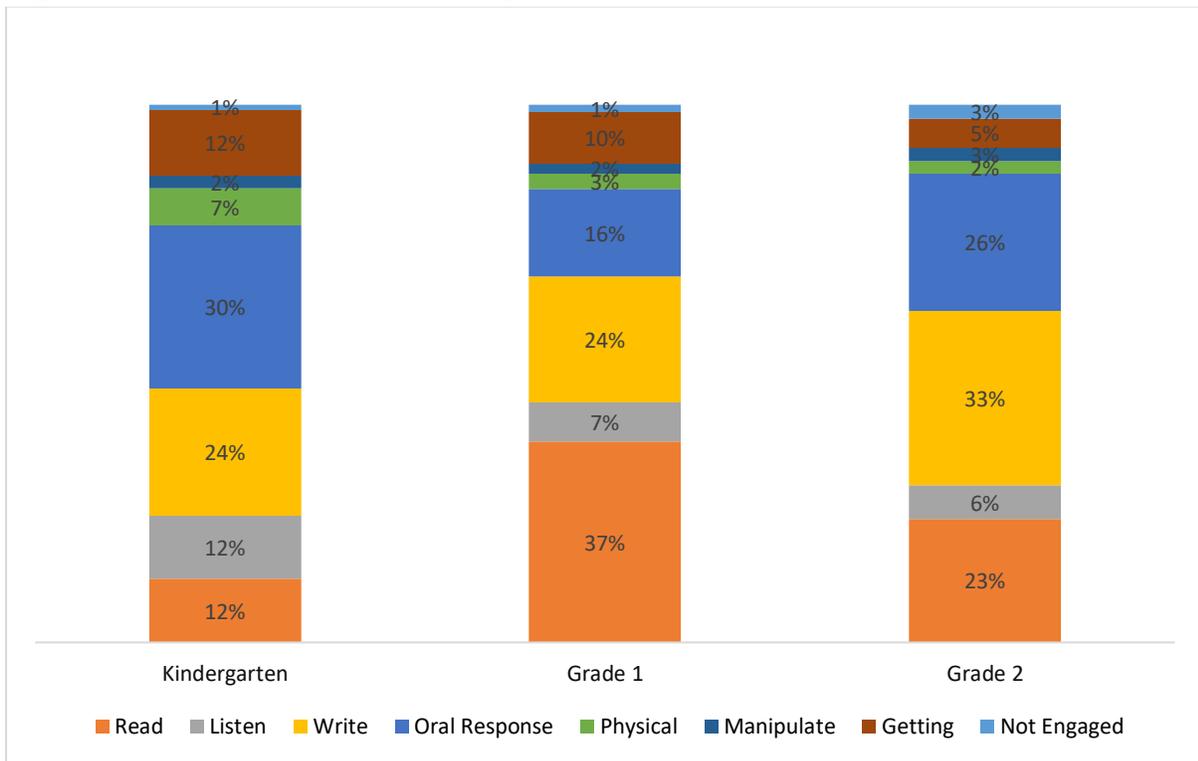
### 3.2.4 What activities are students involved in?

Activities involving the students align with development expectations for literacy instruction and possibly the teacher expectations on how to structure the lessons.

**Figure 6** shows that kindergarten Arabic instruction has the most variation of the activity types. They have higher physical and manipulating activities (9% combined) as compared to grade 1 and grade 2 (5% combined). Student movement in the classroom is also seen in higher rates (12%) of “getting” (receiving a school supply or waiting to have their work checked), as compared to grade 1 (10%) and grade 2 (5%). It was found that the dominate student activity aligns with the primary need at that developmental stage of Arabic literacy development. Specifically, oral response is the most common activity in kindergarten (30%). Students reading is seen the most in grade 1 (37%), and students writing is seen the most in grade 2 (33%).

The activities students are not involved in also show the developmental focus of the instruction. Grade 1 students have the lowest rate of oral response when compared to the other two grades, because grade 1 students are focused more on decoding, which would be noted as reading. The kindergarteners and the grade 2 students are spending more time talking to develop early and later comprehension skills.

**Figure 6. Student Activity during Arabic Lessons**

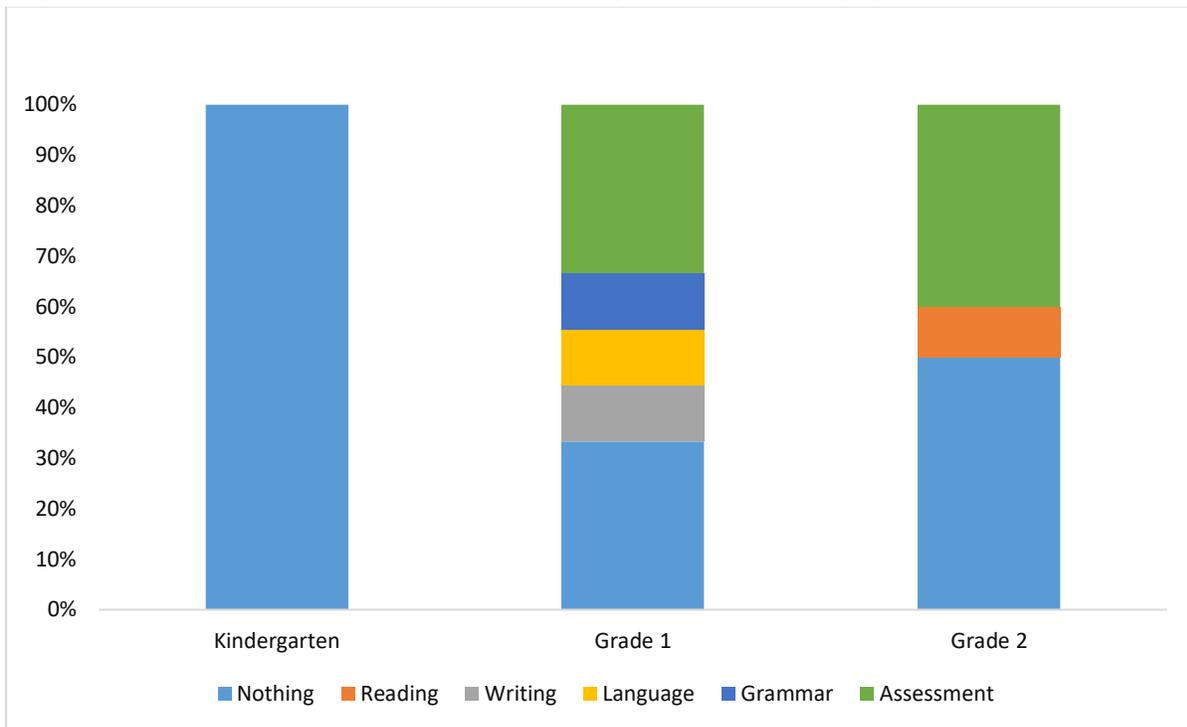


### 3.2.5 What is their level of engagement?

Student rates of engagement are similar across all three grades. All or most of the students are engaged at rates of 86%, 94%, and 90% across the three grades. And “not engaged” is even more similar—all three grades had rates of 3%. Beyond these similarities, there are two differences by grade to address.

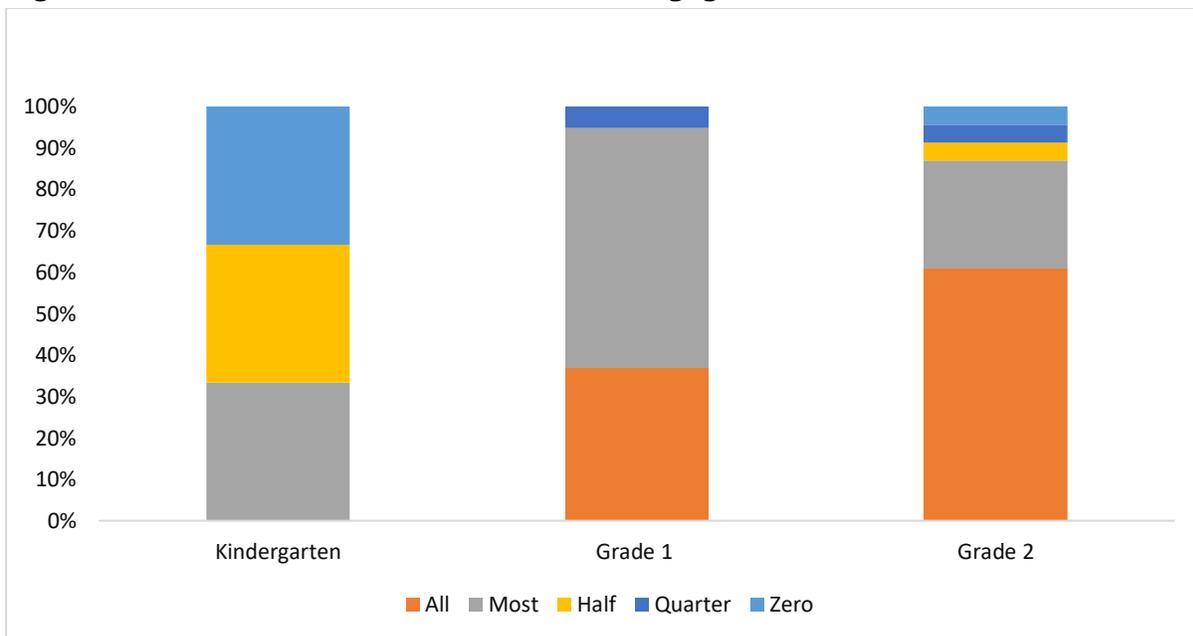
First, of note is to compare the events of the Arabic instruction for a small number (less than 3%) of students who are not engaged at any time point. **Figure 7** shows that when kindergartners are noted as not engaged, that 100% of the time nothing is being taught. When grade 1 students are not engaged, they are expected to be in participating in four activities: writing, language, grammar, or assessment. When grade 2 students are not engaged, they are expected to be engaged with reading or assessment. Although nonengagement rates are low (less than 3%), these results are a point to consider for making adjustments.

**Figure 7. Instruction When Student Response is not Engaged**



Second, another difference for student engagement is seen at the conclusion of the Arabic lesson. **Figure 8** compares student engagement across grades in the final minutes of the lesson. More grade 2 students are not engaged as compared to grade 1, and kindergartners are even more likely to be observably not engaged.

**Figure 8. End of Arabic Lesson, Student Engagement**



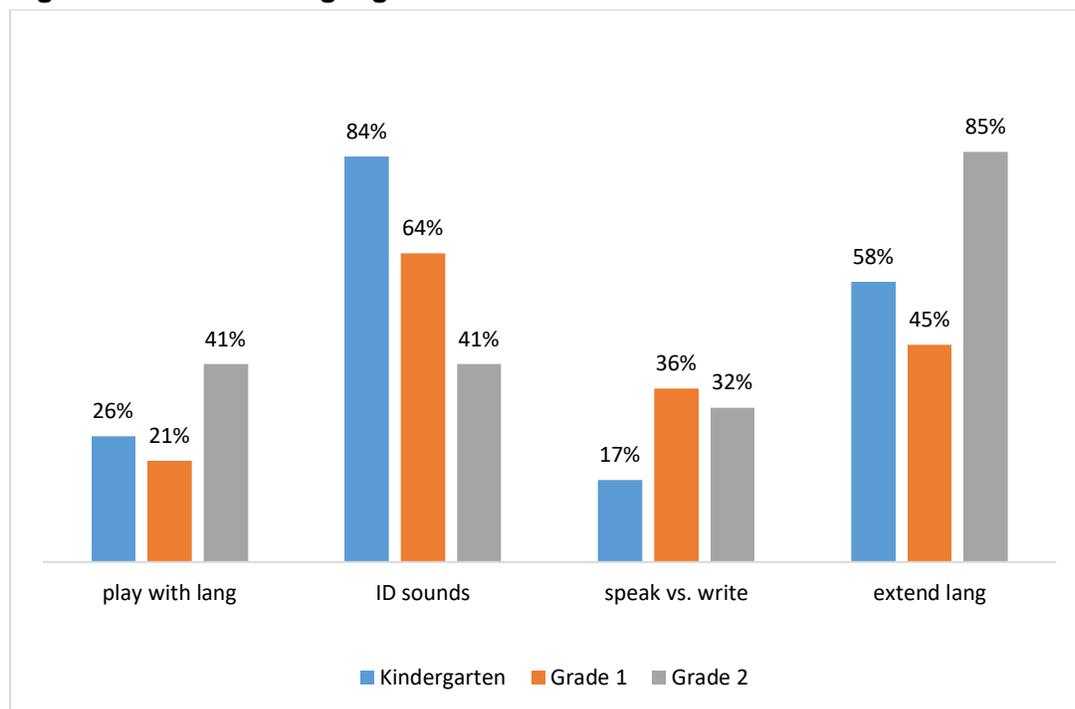
### 3.3 Research Question 3: Effective literacy pedagogy

#### 3.3.1 Which effective literacy instructional pedagogical behaviors are seen?

To answer this question, immediately following the Arabic lesson, the effective pedagogical behaviors that were just seen were noted in a binary questionnaire involving the following.

*Oral Language.* The domain of oral language refers to the activities that develop this foundational knowledge for code- and meaning-based skills. **Figure 9** shows that playing with language, such as the use of rhyme, happens in 26%, 21%, and 41% of the classrooms by grade, which is inverse of the developmental expectation. The presence of identifying individual sounds or syllables was used at expected rates (84%, 64%, and 41%). Explaining how words are different in spoken and written Arabic was the highest in grade 1 (36%), which would align with the instructional focus at this grade level on learning to decode. Extending students' utterances was most commonly observed in grade 2 (85%) classrooms.

**Figure 9. Oral Language**

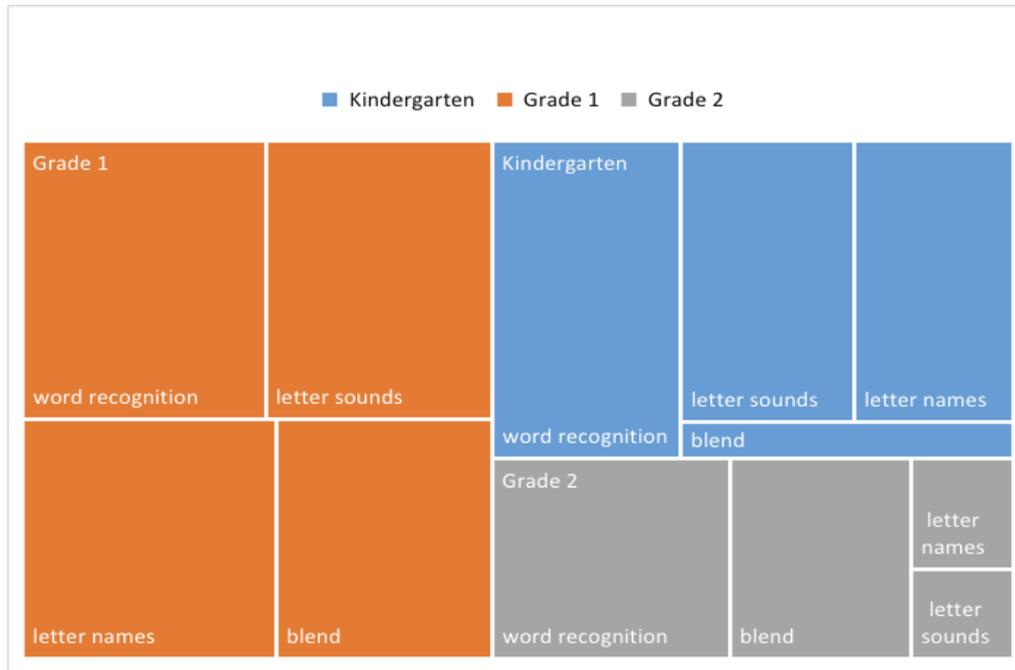


*Word Awareness.* The extent that teachers are creating an environment of word awareness was also examined. This is an environment that is explicit about word meaning, expanding on student responses and explicitly teaching key words that will appear in text. It was found that 12% of the observed lessons included all three of these behaviors, and most them were in grade 2.

*Alphabetic Principle/Decoding.* Teachers in all grades include pedagogical behaviors that develop the ability to read unfamiliar words independently. Yet, the prevalence of decoding instruction is seen in grade 1 and shown in **Figure 10**. By grade level, the mosaic presents the four skills that develop decoding skills: the larger the box, the more

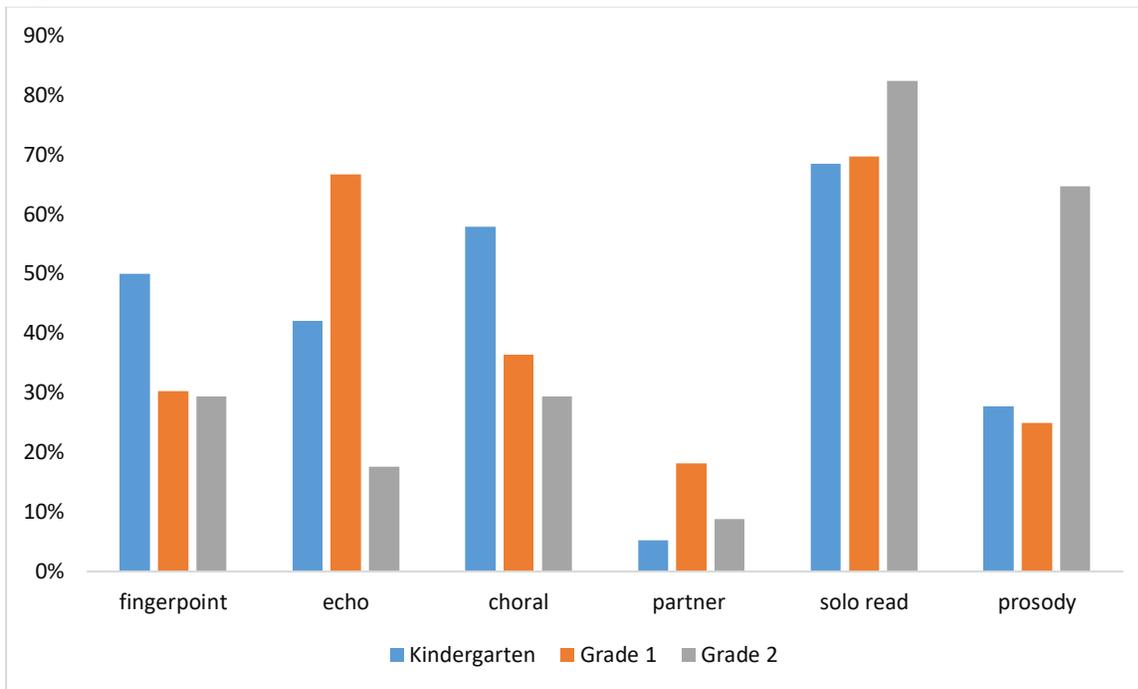
frequently decoding was observed. Grade 1 teachers expectedly include all four activities—letter names, letter sounds, blending, and word recognition strategies at high rates, showing how these skills interact to develop decoding. The results also show how teachers in the other grades still rely on these skills. For example, letter names and letter sounds are taught in kindergarten to prepare students for blending, and in grade 2, they are taught with the lowest frequency, likely as a reinforcement.

**Figure 10. Alphabetic Principle/Decoding**



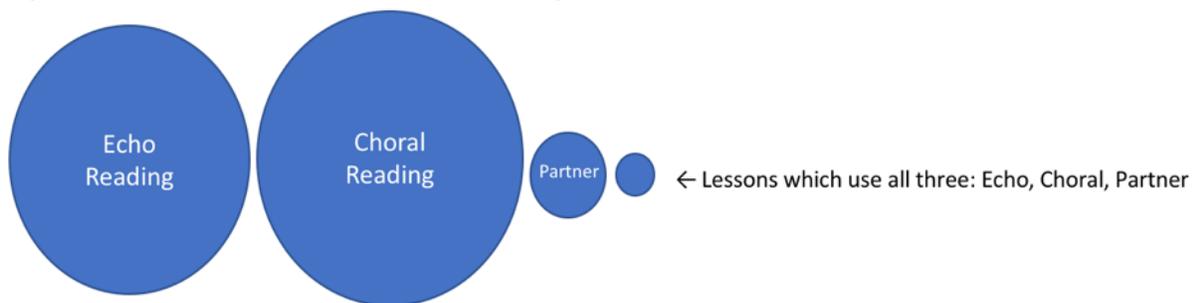
*Fluency.* The pedagogical behaviors that develop fluency were observed at rates that align with the expected instruction for a grade level and are shown in **Figure 11**. Finger-pointing to text was observed most frequently in kindergarten, which is to be expected, because the students are learning directionality and the purpose of print. Echo- and choral-reading were observed the most in grade 1 classrooms, which is also to be expected, because their word reading accuracy benefits from this pedagogy. Reading independently (i.e., solo read) was observed at high rates in all grades, but in grade 2, it is the highest, as would be expected. Grade 2 had the highest rates of prosody instruction, which is also expected, because grade 2 students are moving beyond accuracy and ready for instruction in expression and intonation. Partner reading was used infrequently (5%, 18%, and 9%) and will be discussed next.

**Figure 11. Fluency**



*Gradual Release.* Instruction in this sample includes echo reading, choral reading, and paired reading. It was of interest to know the prevalence of these skills collectively within a lesson, as it provides a gradual release of responsibility to the student. If all three are used, there is modeling (echo reading), guided practice (choral reading), and independent practice (partner reading). By the size of the circles, **Figure 12** represents the frequency that each activity was observed. As individual pedagogical behaviors, choral reading appears the most and partner reading the least. But the smallest circle represents the 5% of lessons that have all three behaviors—echo reading, choral reading, and partner reading.

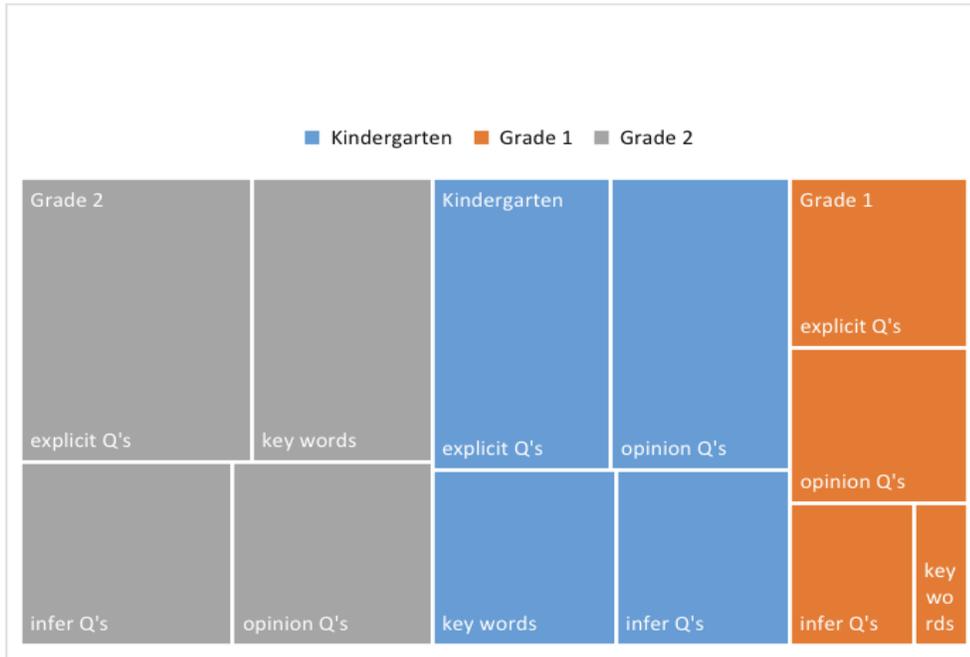
**Figure 12. Prevalence of Oral Reading Activities**



*Comprehension.* Teachers in all grades include pedagogical behaviors that develop the ability to make meaning from text. As with other domains, the results show expected developmental differences. **Figure 13** compares the prevalence of the activities by grade level. The mosaic presents the four aspects of comprehension: the larger the box, the more frequently it was observed. Appearing largest on the left, it can be seen that grade 2 teachers provide the most comprehension activities, and they lead in the use of explicit

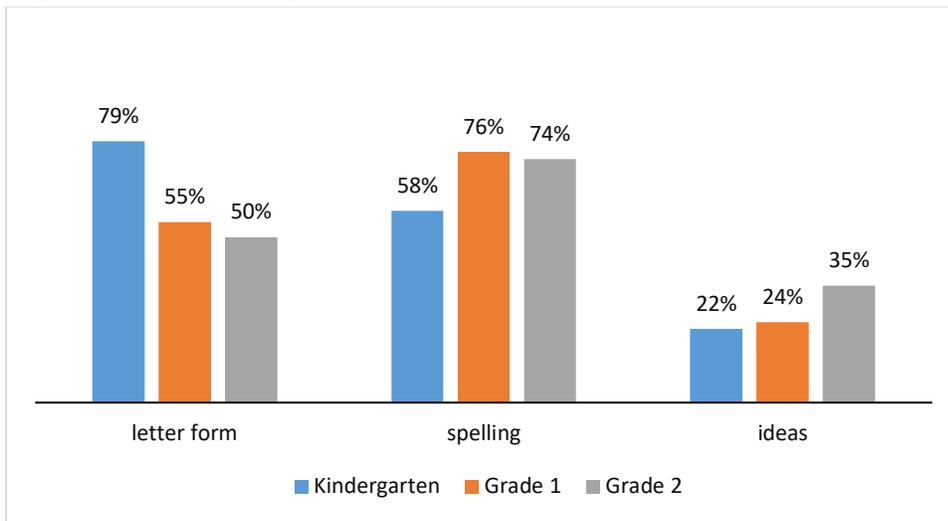
(79% of the lessons) and inferential questions (47%), as well as teaching key words seen in the text (62%). Kindergarten classrooms included comprehension activities at the next highest amount. The most common comprehension activity in kindergarten involved asking students their opinion about the text (63%). Grade 1 lessons taught the meaning of key words in the text only 9% of the time, which is likely related to the focus on decoding instruction that aims to use familiar words.

**Figure 13. Comprehension**



*Writing.* In the student activity research question, it seemed that students were writing at somewhat similar rates (23% to 33%). **Figure 14**, shows how the pedagogical focus for writing differs by grade. As with other skills, these differences align with expected developmental differences. Kindergarten writing is dominated by letter formation, which would align with the focus on letter knowledge. Grade 1 students are slightly more likely than grade 2 students to be exposed to spelling words by attending to individual sounds or parts. This result aligns with their attention on decoding, since encoding (i.e., spelling) and decoding support each other. Writing for ideas is low in all grades, but grade 2 classrooms provide the most opportunity (35%).

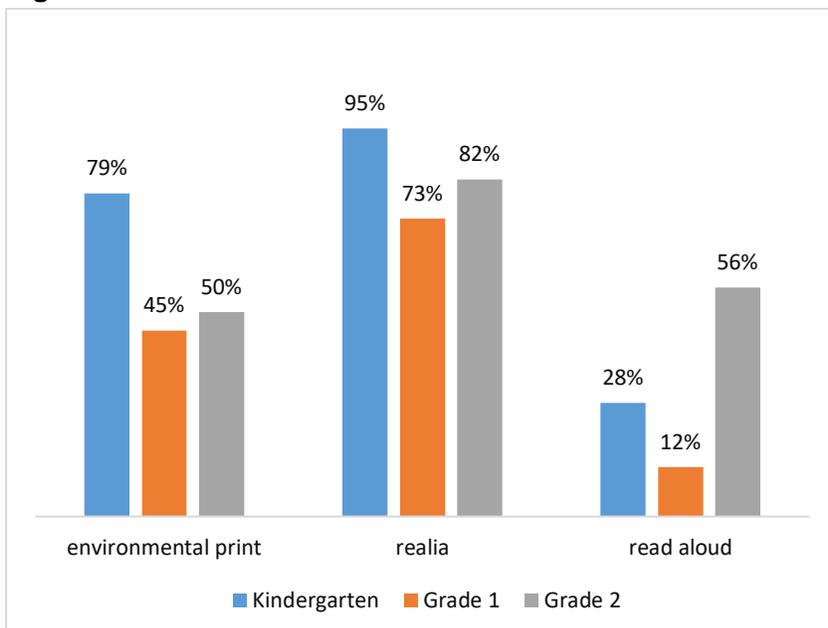
**Figure 14. Writing**



*Student Autonomy.* The extent that teachers are creating an environment promoting student autonomy was also examined. This is an environment that requests student opinions when discussing text and allows them to write their own ideas. It was found that 12% of the observed lessons supported both of these behaviors in a lesson, and there was no relationship to grade level.

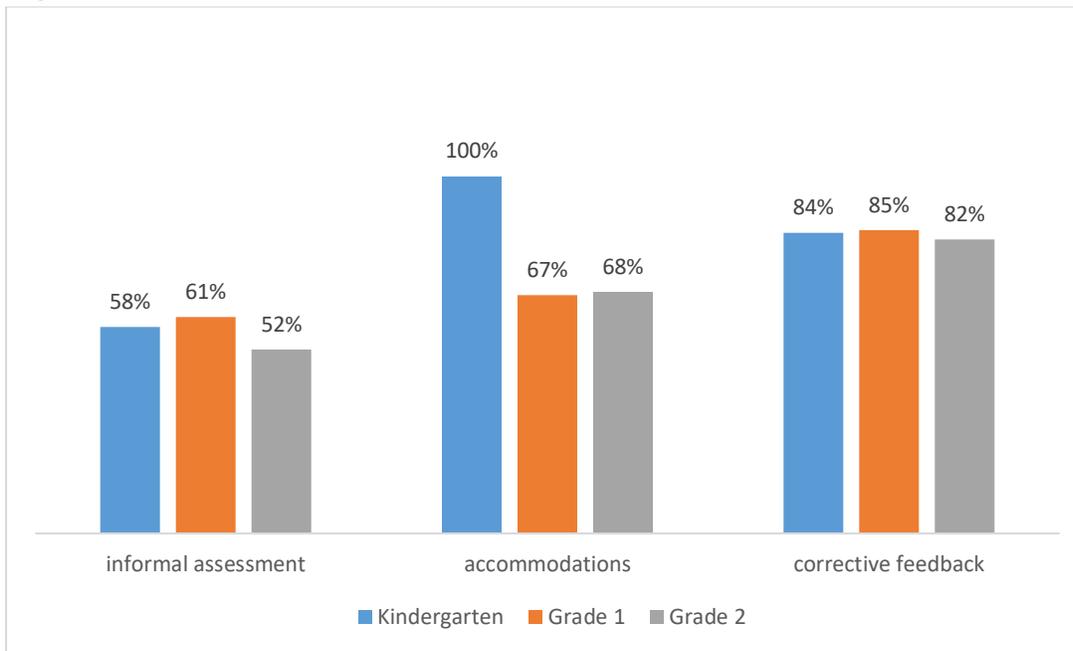
*Resources.* The use of resources to support Arabic instruction was examined. Specifically, observed were the explicit use of text resources displayed in the classroom, the use of realia (e.g., objects, props) to support the meaning of a word or the text, and teachers reading aloud to students. **Figure 15** shows that kindergarten teachers are more likely to draw student attention to text displayed in the classroom as well as use realia to develop meaning. The use of both of these resources by grade was significant.

**Figure 15. Resources**



*Responsiveness.* The pedagogical behaviors that are responsive to the instruction were examined. **Figure 16** shows that over half of all teachers were observed using informal assessment to monitor understanding, with grade 1 teachers observed doing this the most. All kindergarten teachers made accommodations for students who needed them, such as providing large print or proximity to the student. And the pedagogical practice of providing corrective feedback, telling a student what they missed to help them arrive at the correct answer, was observed at similar rates for all grades. Responsiveness is a positive pedagogical behavior at all developmental stages, and this is generally what was seen in these sampled classrooms.

**Figure 16. Responsiveness**



### 3.4 Research Question 4: Time instructing and reading, writing, and language

#### 3.4.1 *In addition to the Arabic lesson, how much time in the school day is the teacher instructing? Does this time focus on instruction in reading, writing, and/or language development?*

To answer these questions, one observer tracked the use of time throughout the entire school day. The observer noted the start and the stop time of classroom events categorized as Instruction, Administration/Classroom Management, Break, and Interruption, and recorded if during these times the students were exposed to instruction, or even quick tips to support their reading, writing or language development. The results are shown in **Figure 17**.

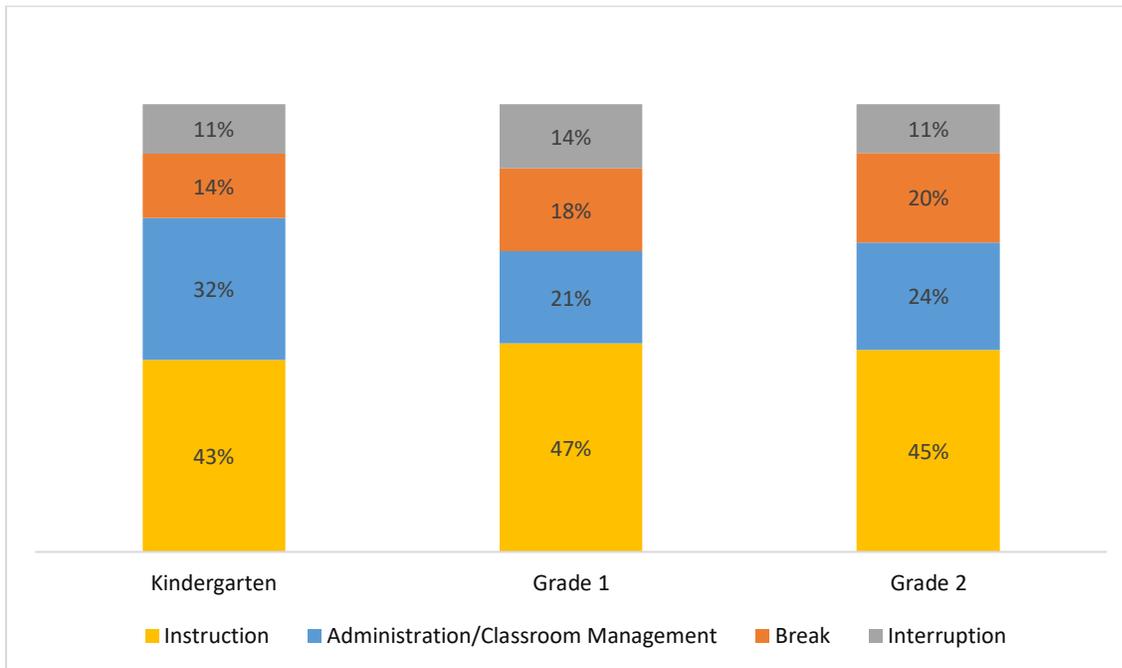
*Instruction.* The amount of the school day devoted to instruction was similar across the three grades. Between 43% and 47% of the school day was observed to be devoted to direct instruction or to students working, with the teacher monitoring or facilitating.

*Administration/Classroom Management.* Activities that involve all the students or the teacher in the management of the classroom, and where no content was taught, was the second highest use of the school day at all three grade levels. Between 21% and 32% of the school day was categorized this way.

*Break.* Scheduled breaks, such as recess, consumed between 14% and 20% of the school day.

*Interruption.* The lowest observed use of the school day was caused by interruptions. Between 11% and 14% of the school day was categorized as moments when the instructional activity that was in progress was disrupted.

**Figure 17. Allocation of Time in the School Day**



Because of temporary adjustments resulting from political events, the duration of the school day was shorter than typical. On average, 43 minutes was spent on instruction outside of the Arabic lessons, across all visits. Even with the shorter school day, it was still of interest to explore the use of reading, writing, and language instruction that occurs outside of the Arabic lessons. **Table 2** presents those results.

It was found that literacy skills are not developed during the parts of the school day classified as Administration/Classroom Management, Interruptions, or Breaks. Nor is it happening much during the time classified as Instruction outside of the Arabic lessons, on average five to six times. Of note is seeing that the literacy domain that teachers use the most outside of Arabic lessons aligns with the instruction that dominates in the Arabic lesson. As shown via the mean and standard deviation (SD) data in **Table 2**, specifically, when kindergarten teachers provide literacy instruction outside of Arabic, it is most likely to be language (mean 5.1). Grade 1 teachers are most likely to provide a snippet of reading instruction (mean 7.3), and grade 2 teachers are dispersed across the three literacy domains which aligns with their diverse Arabic instruction.

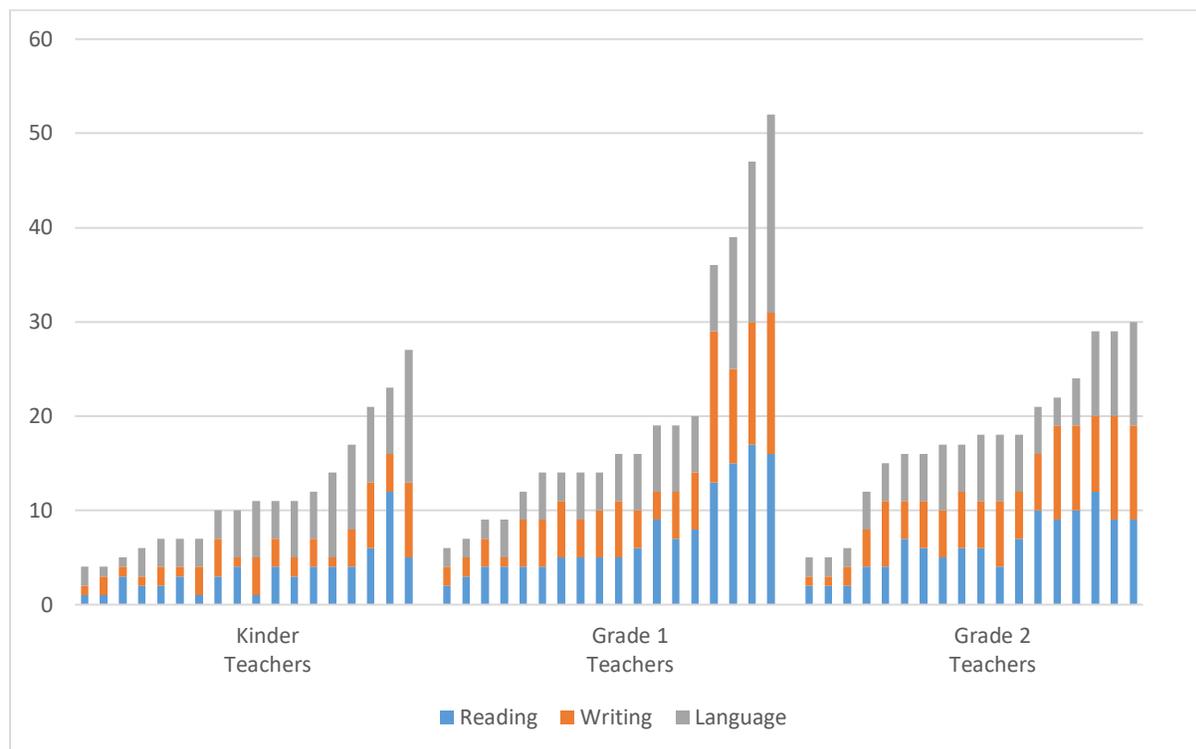
Also, of note, are the grade 2 language results. They have less variation with their grade level peers (mean 5.4, SD 2.5), meaning that more grade 2 teachers are taking informal opportunities to develop language skills, which aligns with creating a word awareness environment mentioned previously.

**Table 2. Frequency of Instruction Outside of Arabic Lesson**

	<b>Grade Level</b>	<b>Mean</b>	<b>Standard Deviation</b>
Reading	Kindergarten	3.5	2.5
	Grade 1	7.3	4.7
	Grade 2	6.3	3.0
	All grades	5.7	3.9
Writing	Kindergarten	2.8	2.1
	Grade 1	6.1	4.4
	Grade 2	5.9	2.9
	All grades	5.0	3.6
Language	Kindergarten	5.1	3.3
	Grade 1	6.7	5.3
	Grade 2	5.4	2.5
	All grades	5.7	3.9

Because of the small sample (i.e., 18 teachers per grade) the results are also presented by teacher. In **Figure 18**, each of the columns represents an individual teacher's frequency of providing reading, writing, and language instruction outside of the Arabic lessons throughout the school day. Notable is that in each grade several teachers are providing more of these literacy opportunities as compared to their peers. In grade 1, it can be seen that a few teachers apply a higher usage of including reading, writing, and language instruction outside of the Arabic instruction.

**Figure 18. Individual Teachers Usage of Reading, Writing, and Language Instruction Outside of the Arabic Lessons**



### 3.5 Research Question 5: Barriers to instruction and time on task

#### 3.5.1 What are the barriers to instruction and time on task?

To answer this question, the trends from the principal and the teacher interviews were summarized and compared to some of the analyses from the Arabic lesson observation and tracking activities throughout the school day.

*Teacher Enjoyment and Wants.* Teachers were asked to report what they enjoyed about teaching Arabic and in what areas they wanted support. The domains that they enjoy are relatively balanced across meaning, code based (i.e., letters, decoding), oral language, purposes of print, and writing. But there are specific elements of Arabic instruction that are enjoyed by some teachers and ignored by more. They will be explored as opportunities or needs (see **Table 3**).

An *opportunity* is defined as an element (i.e., activity or skill) of Arabic instruction that can be used to support other improvements in literacy instruction. More specifically, many teachers identified it as an enjoyable aspect of their Arabic instruction, and a smaller percentage of teachers requested support for this.

A *need* is defined as an element (i.e., activity or skill) of Arabic instruction that not many teachers identified enjoying, but is needed for comprehensive literacy instruction.

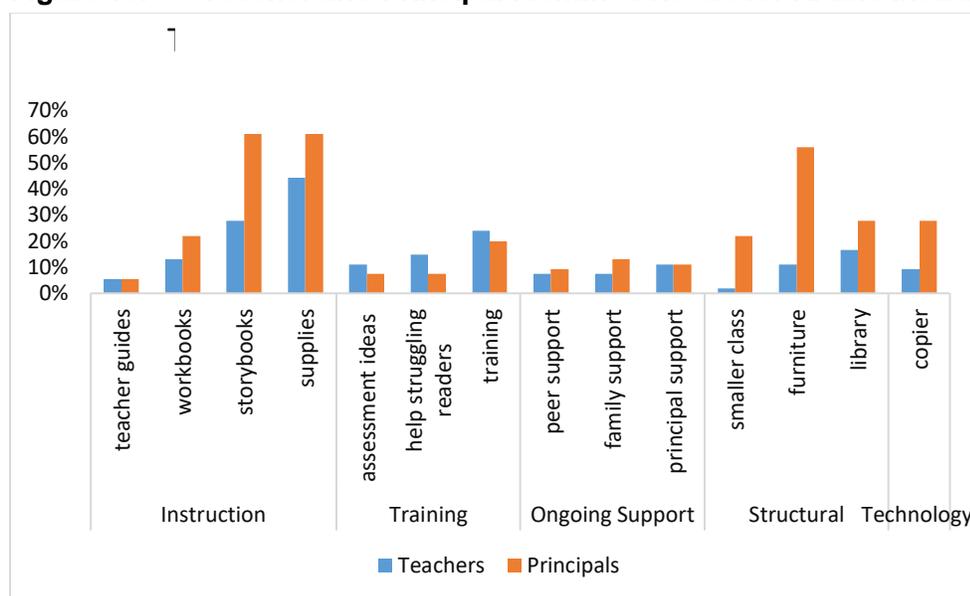
**Table 3. Teachers' Opinions of Arabic Instruction**

Arabic Instruction	Teachers Identify		Classification	Justification
	Enjoy	Want		
reading stories	57%	9%	opportunity	high enjoyment; use to teach word meaning, non-fiction, fluency
handwriting	35%	37%	opportunity	highest of all needs; use with spelling and composition
decoding	44%	15%	opportunity	high enjoyment; medium want; critical beginning skill
letter knowledge	37%	11%	opportunity	high enjoyment; low want; critical beginning skill
spelling	26%	20%	need	medium-high want; critical beginning skill
word meaning	13%	2%	need	low enjoyment; low want; observations show weaknesses
non-fiction	11%	11%	need	low enjoyment; low want; needed for text structure
fluency	11%	11%	need	low enjoyment; low want; observations show weaknesses
composition	11%	11%	need	low enjoyment; low want; observations show weaknesses

*Teachers and Principals.*

Teachers and principals were individually asked to identify what is needed to improve their students' Arabic literacy skills. The open-ended format of the interview allowed for a wide variety of responses that may have only been identified by one person. Even within this diversity of responses, there were trends by role (i.e., teacher and principal) and commonalities across both roles. The responses that were unique to teachers included identifying specific instructional materials that were needed such as handwriting copy books. The responses regarding need that were unique to principals were structural, such as playgrounds. Although interesting to note the unique responses, it is the commonalities of their responses that help to identify barriers. **Figure 19** compares the teacher and principal responses for the three grades combined.

**Figure 19. Teacher and Principal Identified Needs for Arabic Instruction**



The results comparing teacher- and principal-identified needs are shown in more detail in **Table 4**. Storybooks are identified as a need by teachers (28%), principals of kindergarten teachers (50%), and principals of grade 1 and grade 2 teachers (61%). Needs for supplies (e.g., posters, flashcards) were identified the most (44%, 61%, and 50%). Nearly all principal-identified needs items were identified in similar proportions across the kindergarten level and the two grade levels (grade 1 and grade 2). One exception was a higher need for furniture in kindergarten classrooms (56%), as compared to the upper grades (11%). Although some of these needs have lower identification (e.g., peer support), all of the needs included in this table were commonly identified.

**Table 4. Identified Needs to Improve Arabic Instruction.**

Category	Need	Teachers	Principals for Kindergarten	Principals for Grade 1 & 2
Instruction	teacher guides	6%	6%	4%
	workbooks	13%	17%	22%
	storybooks	28%	50%	61%
	supplies	44%	61%	50%
Professional Development	assessment ideas	11%	6%	7%
	struggling readers	15%	4%	7%
	training	24%	13%	20%
Ongoing Support	peer support	7%	11%	9%
	family support	7%	11%	13%
	principal support	11%	9%	11%
Structural	smaller classes	2%	11%	22%
	furniture	11%	56%	11%
	library	17%	28%	28%
Technology	copier	9%	28%	17%

*Time.* Time is not perceived by teachers as a barrier to Arabic literacy instruction. Generally, teachers report having sufficient time to teach Arabic. Less than a quarter of teachers (22%) identified that the time was insufficient to develop their students' literacy skills. Yet, even if most of the teachers feel that they have sufficient time for Arabic lessons, time is not always efficiently used. At all three grade levels, nothing is being taught between 10% and 13% of the time in an observed Arabic lesson. And some kindergarten lessons were observed at just 17 minutes.

## 4. Discussion

This study assessed the effective pedagogy used in Arabic lessons and the use of time across a school day in kindergarten, grade 1, and grade 2 classrooms in North, Central, and Southern regions of the West Bank, using data collected from MOEHE supervisors trained to be assessors. The current study was designed to inform Arabic literacy interventions and to inform programming to help to understand how to help more students meet grade level literacy expectations. It was in response to a previous study using the Early Grade Reading Assessment (EGRA) that showed that just over a quarter (27%) of grade 2 students could accurately and automatically read a grade-level story without diacritics, meaning that nearly three-fourths of their peers could not (LaTowsky & Edwards, 2014). The current study and its recommendations were conducted to guide adjustments to pedagogy and use of time so that more students reach expectations.

In the current time on task study, evidence was found that many aspects of literacy instruction are going well, and areas for improvement can be informed by the system itself. Where noted gaps in instructional practice exist, teachers are likely using this practice either at low rates or in proximate grades. Furthermore, the existing expertise or interest with a particular practice can be a foundation for refined or improved practice. Based on this premise, recommendations are presented below.

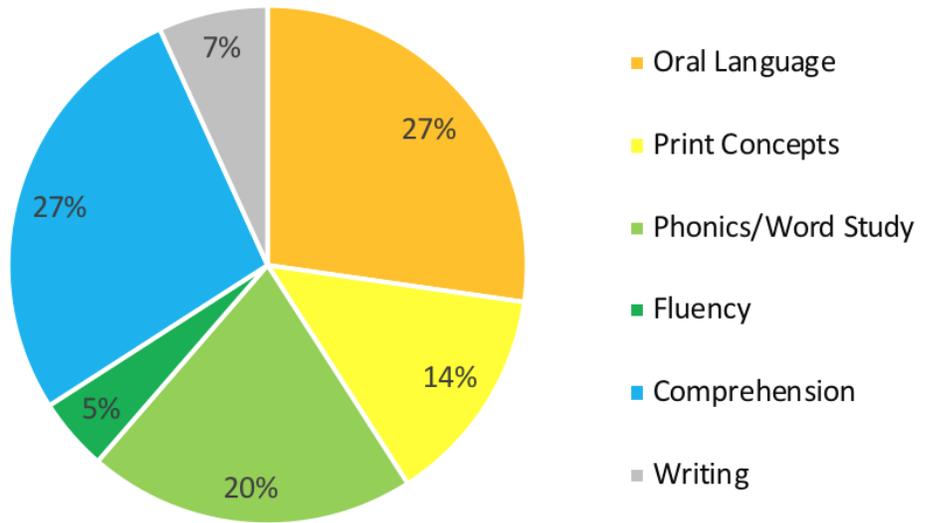
### 4.1 Recommendations

1. **(Kindergarten, grade 1, grade 2)** Adjust the instructional activities to provide students a balanced “literacy diet” (Willows, 2008) based on developmental needs for reading and writing growth. This would provide an effective framework that emphasizes learning the code-based structure of Arabic within a context of language opportunities through children’s literature and writing. See the next three pages of this section for literacy diets that reflect the shifting reading and writing priorities from kindergarten through grade 2.

The presented proportion in the pie chart and instructional goals outlined in the table, represent the most important literacy skills in a successful trajectory. Effective early grade literacy instruction typically devotes 90 to 120 minutes daily. That range emerged from comparing the effectiveness of including instruction in a particular skill, not from comparing lesson duration. The evidence in alphabetic languages is clear - the most effective instruction develops oral language and provides explicit and systematic phonics instruction. When combined with opportunities to develop fluency, explore text types, and apply skills in writing, students have a balanced literacy diet that provides a strong foundation for further growth. When each of those skills is included and sufficiently practiced, the time for instruction easily reaches 90 to 120 minutes daily. Less than that, and some important skills are overlooked.

Recommendation 1 (continued)

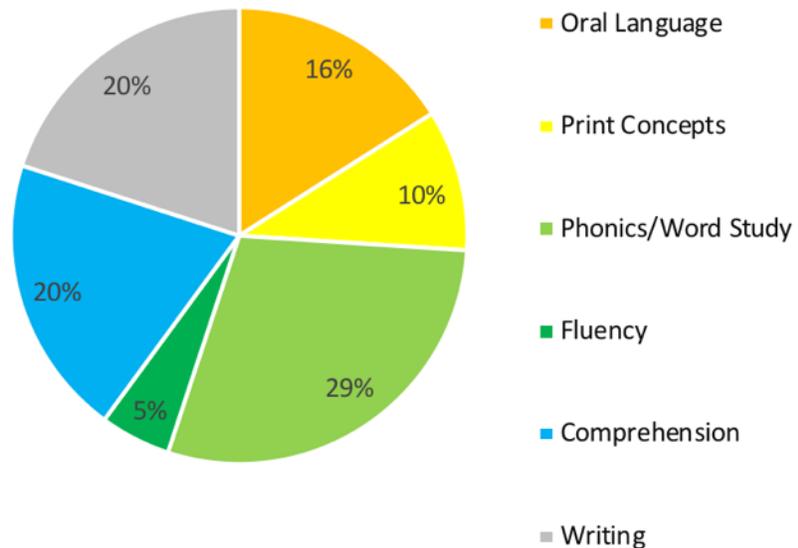
## Kindergarten (Emergent) Literacy Diet



<b>Print Concepts</b>	<p>Goal: Explore how written language is related to oral language and has different purposes</p> <ul style="list-style-type: none"> <li>▪ Directionality (e.g., right to left, top to bottom)</li> <li>▪ Space between words</li> <li>▪ Book orientation</li> <li>▪ Discuss illustrations</li> <li>▪ Discuss title and author</li> </ul>
<b>Oral Language</b>	<p>Goals: Expand expressive and receptive vocabulary; Manipulate linguistic units</p> <ul style="list-style-type: none"> <li>▪ Extension of expressive language</li> <li>▪ Models of new words</li> <li>▪ Phonological awareness: rhyme, alliteration, sentence segmentation, word blending, phoneme identification, and production</li> </ul>
<b>Phonics/ Word Study</b>	<p>Goal: Develop the alphabetic principle - the idea that letters and letter patterns, represent the sounds of spoken language</p> <ul style="list-style-type: none"> <li>▪ Letters names and sounds</li> <li>▪ Write sounds associated with words</li> </ul>
<b>Fluency</b>	<p>Goal: Develop speech to print match</p> <ul style="list-style-type: none"> <li>▪ Finger-point to memorized text</li> <li>▪ Repeated reading of text with rhyme</li> </ul>
<b>Comprehension</b>	<p>Goal: Use teacher read alouds for comprehension before, during, and after reading</p> <ul style="list-style-type: none"> <li>▪ Introduction to narrative text structure for read alouds</li> <li>▪ Make connections from life/context to the text</li> <li>▪ Provide opinion and answer evaluative questions</li> <li>▪ Ask and answer explicit questions</li> </ul>
<b>Writing</b>	<p>Goal: Begin to use print for own purpose</p> <ul style="list-style-type: none"> <li>▪ Name writing</li> <li>▪ Handwriting (One-half of writing instruction time)</li> <li>▪ Begin to represent orthographic knowledge for teacher-directed content and student ideas</li> </ul>

Recommendation 1 (continued)

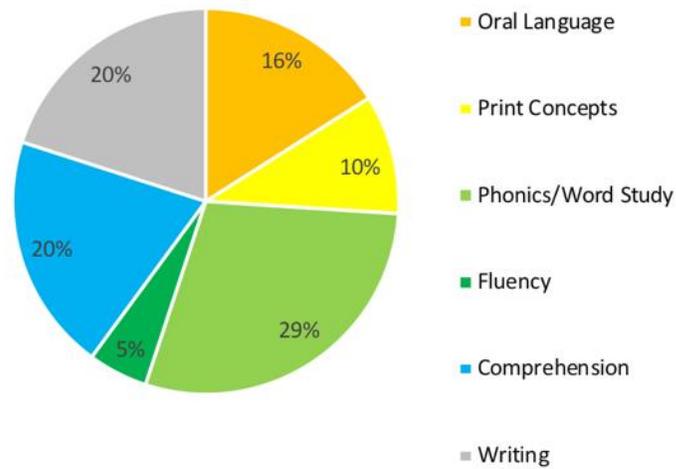
**Grade 1  
(Beginner)  
Literacy Diet**



<b>Print Concepts</b>	<p>Goal: Continued exploration of print purposes and features</p> <ul style="list-style-type: none"> <li>▪ Explore purposes for reading (e.g., to inform)</li> <li>▪ Discuss illustrations</li> <li>▪ Discuss page numbers, title, and author</li> <li>▪ Purpose of some punctuation marks</li> </ul>
<b>Oral Language</b>	<p>Goals: Expand expressive and receptive vocabulary; Manipulate linguistic units</p> <ul style="list-style-type: none"> <li>▪ Extension of expressive language</li> <li>▪ Models of new words</li> <li>▪ Explore differences of spoken and written Arabic</li> <li>▪ Phonological awareness: rhyme, alliteration, sentence segmentation, word blending and segmenting, phoneme identification, production, and comparison</li> </ul>
<b>Phonics/ Word Study</b>	<p>Goal: Apply knowledge of letters and their sounds to read and to spell grade level words</p> <ul style="list-style-type: none"> <li>▪ Letters names and sounds</li> <li>▪ Decode and encode (spell) words with common patterns in isolation and in simple sentences</li> </ul>
<b>Fluency</b>	<p>Goal: Focus on word reading accuracy</p> <ul style="list-style-type: none"> <li>▪ Repeated reading of repetitive or familiar text</li> <li>▪ Echo to choral to partner reading</li> </ul>
<b>Comprehension</b>	<p>Goal: Comprehension is second to reading accuracy and still mostly through teacher read alouds before, during, and after reading</p> <ul style="list-style-type: none"> <li>▪ Explore narrative text with multiple episodes in teacher read alouds</li> <li>▪ Introduction to informational text</li> <li>▪ Make connections from life/context to the text</li> <li>▪ Provide opinion and answer evaluative questions</li> <li>▪ Ask and answer explicit questions</li> </ul>
<b>Writing</b>	<p>Goal: Apply phonics knowledge to teacher-directed content and student-generated ideas</p> <ul style="list-style-type: none"> <li>▪ Attention to applying orthographic knowledge to spell words</li> <li>▪ Writing own ideas and observations with simple sentences</li> <li>▪ Handwriting (One-third of writing instruction time)</li> </ul>

Recommendation 1 (continued)

**Grade 2  
(Transitional)  
Literacy Diet**



<b>Print Concepts</b>	<p>Goal: Continued exploration of print purposes and types</p> <ul style="list-style-type: none"> <li>▪ Explore purposes for reading (e.g., to compare)</li> <li>▪ Purpose of full stop, question mark, exclamation point</li> <li>▪ Paragraph structure</li> <li>▪ Introduction to chapters and non-fiction elements (e.g., glossary)</li> </ul>
<b>Oral Language</b>	<p>Goal: Develop expressive and receptive vocabulary</p> <ul style="list-style-type: none"> <li>▪ Models of new words</li> <li>▪ Explore synonyms and antonyms</li> <li>▪ Explain relationships between and among words</li> <li>▪ Determine the meaning of sayings and proverbs</li> </ul>
<b>Phonics/ Word Study</b>	<p>Goal: Apply knowledge of orthographic patterns and morphology to read and spell grade level words</p> <ul style="list-style-type: none"> <li>▪ Word recognition and spelling</li> <li>▪ Classify and categorize words</li> </ul>
<b>Fluency</b>	<p>Goal: Increased reading accuracy, increased rat, and developing prosody</p> <ul style="list-style-type: none"> <li>▪ Repeated reading</li> <li>▪ Reading for expression</li> <li>▪ Transition to silent reading</li> </ul>
<b>Comprehension</b>	<p>Goal: Exploring the meaning of text assumes the focus of reading</p> <ul style="list-style-type: none"> <li>▪ Mostly student reading for comprehension before, during, and after reading</li> <li>▪ Explore plot elements - beginning, middle, end</li> <li>▪ Distinguish genres</li> <li>▪ Comprehension activities for student-read materials</li> <li>▪ Make connections from life/context to the text</li> <li>▪ Provide opinion and answer evaluative questions</li> <li>▪ Ask and answer explicit questions</li> <li>▪ Summarize</li> <li>▪ Compare texts and characters</li> <li>▪ Cause and effect</li> </ul>
<b>Writing</b>	<p>Goal: Produce writing that compliments reading genres</p> <ul style="list-style-type: none"> <li>▪ Further attention to applying orthographic knowledge to spell words</li> <li>▪ Write own ideas and observations</li> <li>▪ Produce specific types of writing (e.g., description)</li> <li>▪ Handwriting (One-fifth of writing instruction time)</li> </ul>

2. **(Kindergarten, grade 1, grade 2)** Use existing teacher practices to introduce new ideas to teachers. We found that interest and pedagogical behavior were related. The items that had high rates of teacher-reported enjoyment, such as decoding, were also items that teachers frequently taught. Adjustments to include particular skills should be explained in relation to their current use in teaching that skill.
3. **(Kindergarten, grade 1, grade 2)** Create opportunities so that all classrooms provide a word awareness environment that is deliberate, with a planned curriculum and dynamic to respond to students' curiosity and word use. We found that some of the oral language instruction aligns with a typical developmental progression. For example, as expected, most kindergartners' responses were oral and phonological awareness (i.e., identifying sounds) reduces over the grades. Yet, playing with language was low in kindergarten, and creating a word awareness environment was low in both kindergarten and grade 1. The grade 2 teachers are more likely to create awareness for words, and they are a potential source of peer support for the others.
4. **(Kindergarten, grade 1, grade 2)** grades, but particular grade 1, can benefit from more teacher read alouds. We found that the grade 1 instruction consists primarily of decoding which is to be expected, as it is a skill that is necessary to becoming an independent reader. The dominance of decoding instruction makes grade 1 classrooms less likely to include activities that play with language, extend students' language, teach unfamiliar words, or develop reading comprehension through explicit inferential or evaluative questions. All of these skills could be addressed through teacher read-alouds, which should be increased.
5. **(Kindergarten, grade 1, grade 2)** More support is needed in conducting informal assessment to help teachers monitor their students' instructional needs. One way to facilitate its use is through the instructional approach. Lesson approaches were categorized as *dynamic, grouping, traditional, and static*, depending on the type and diversity of instructional approaches used to interact with students. All four have merit, depending on the purpose of the lesson. Yet, a reliance on an approach for all lessons limits the ability of the teacher to monitor progress or provide feedback. As a starting point, teachers can learn from the kindergarten classrooms who had the highest rate of small group approach and grade 1 teachers who use informal assessment at slightly higher rates.
6. **(Grade 1, grade 2)** More partner and individual reading is needed for teachers to monitor progress. An appropriate use of the *gradual release* model is another way to facilitate informal assessment of reading progress. Choral and echo reading are used to develop reading accuracy with teacher support. Partner reading is the next independent step that allows teachers to circulate through the room to informally assess. It is appropriate in grade 1 classrooms and for specific reasons in grade 2, for example early in the school year or for struggling readers. Individual reading should be the ultimate goal once.
7. **(Kindergarten, grade 1, grade 2)** Comprehension activities should be expanded and diversified. We found that comprehension skills are taught in proportion to the developmental stage of reading. Yet, there is need for some adjustments. An identified barrier to teaching Arabic is nonfiction text. Comprehension of nonfiction (i.e., informational) text structure is different from a narrative text structure seen in stories. The use of nonfiction text offers opportunities to engage readers who may prefer this genre, to develop vocabulary, and to connect to writing activities.

8. **(Kindergarten, grade 1, grade 2)** Writing instruction should include opportunities to express ideas. We found that writing assumes approximately a quarter of instructional time and most of the activities align with developmental expectations. However, there are areas of need and opportunity. Writing for ideas is infrequent in all grades. When students write or draw their own ideas, it can be structured through a variety of activities, including those done throughout the school day, to engage the students when the teacher is occupied with administration or interruptions. Furthermore, when students write their own ideas, it is a way for teachers to monitor students' application of handwriting and phonics learning.
9. **(Kindergarten, grade 1, grade 2)** Handwriting should be situated within the domain of writing. As it should be, handwriting is prioritized as a skill that contributes to fluent writing and sharing ideas. Yet, equally important is to ensure that spelling is taught in a way that attends to the correctness of the representation and not the form of the letters. The final version of a composition, after the ideas are developed, can be a place to prioritize correct handwriting. A writing opportunity could result from connecting teachers' enthusiasm for handwriting to spelling and composition.
10. **(Kindergarten, grade 1, grade 2)** Professional development should include peer exchanges. We found that outside of Arabic instruction, teachers tend to informally develop the literacy skill that aligns with the instructional focus of their actual Arabic lesson. Conveniently, each of the three skills—reading, writing, language—are taught intermittently throughout the school day by teachers in the three grades. Sharing those informal instructional opportunities with their peers is recommended.
11. **(Kindergarten, grade 1, grade 2)** Classroom routines should be adjusted to increase learning. We found that students need independent literacy activities. Providing these will have the benefit of maximizing the school day, where currently approximately a third of the time is consumed by administration and interruptions. If students had opportunities to engage with their own writing (e.g., observational records of weather) or to read text of their own choosing, student autonomy would benefit, and the efficiency of the school day would be maximized. Also, independent activities will increase learning at the end of an Arabic lesson when more students are typically noted as not engaged.
12. **(Kindergarten, grade 1, grade 2)** The amount of time dedicated for Arabic instruction should be examined. Use of time was noted as a barrier because of times when nothing is taught, or when the lesson was too short. An increase in the amount of instructional supplies or suggested lesson ideas would help to extend the learning. Furthermore, when teachers do receive support with additional supplies and lesson ideas, the time allotted for Arabic instruction should be reconsidered. High-functioning schools devote between 90 to 120 minutes daily to literacy instruction for children in the early grades. To achieve this range means adding between 10 to 40 minutes daily for grade 1 and grade 2 classrooms. Kindergarten classrooms need to add 60 minutes daily. Increasing the time would provide an environment that addresses skills and provides meaningful reading and writing opportunities.
13. **(Kindergarten, grade 1, grade 2)** Conduct another time on task study in the future. The methodology used in the current study could be replicated and the same tools could be used again. A follow-on study could be conducted to understand how the proposed recommendations influenced instruction.

## 4.2 Limitations

This study has limitations that must be considered when interpreting the results and are as follows.

The first consideration involves the sample of schools. All observed schools had a kindergarten, which can possibly influence the activities in grade 1 and grade 2. Therefore, the extent is unknown to which these study results are generalizable to schools that do not have all three of these grades.

The second consideration is related to shortened school days. During the classroom observation period, school days were shortened because of political events. To still allow assessors to observe Arabic instruction under these circumstances, teachers prioritized Arabic lessons. This prioritization limited the amount of time teachers were tracked instructing other subjects, which would have provided the opportunity to understand their informal use of literacy activities throughout the school day.

## 5. Conclusion

Education interventions and decisions should be justified. This time-on-task study is an example of gathering evidence with applicable tools to inform subsequent activities. The study was designed to use direct observations, track the use of time, and conduct interviews to inform Arabic literacy instruction and decisions in the West Bank.

The results show that kindergarten, grade 1, and grade 2 classrooms provide many elements of effective literacy instruction, with a need for adjustments to expand teachers' pedagogy and student opportunities with reading, writing, and language. The literacy instruction that early primary students receive in formal Arabic lessons and intermittently throughout the school day serves as the foundation for students' independence and success as they advance through the system. Therefore, the early years of formal literacy instruction must be of high quality. This time-on-task study can be used to inform current and ongoing improvements towards that aim.

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# Appendix A. Time-on-Task Instruments

## Timed Lesson Observation

Community: \_\_\_\_\_ School Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Assessor Name: \_\_\_\_\_

Date: \_\_\_\_\_ (DD/MM/YY) Class Start Time: \_\_\_\_\_: \_\_\_\_\_ (HH:MM) Class End Time: \_\_\_\_\_: \_\_\_\_\_ (HH:MM)

**Directions:** This observation relies on using 2-minute intervals. Using the timing device, at each 2-minute interval, the assessor captures a snapshot of what is happening at five levels: Instruction, Materials, Student Response, Focus, Engagement. The assessor does not note what happened during the previous two minutes. The assessor notes what is happening at the exact 2-minute interval.

Lesson Minute	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	
<b>Instruction</b>																								
Reading (R)																								
Writing (W)																								
Language (L)																								
Grammar (G)																								
Assessment (A)																								
Nothing (N)																								
<b>Materials</b>																								
Written (W)																								
Oral (O)																								
Illustration (I)																								
Management (M)																								
Nothing (N)																								
<b>Student Response</b>																								
Read (R)																								
Listen (L)																								
Write (W)																								
Oral Response (O)																								
Physical (P)																								
Manipulate (M)																								
Getting (G)																								
Not Engaged (N)																								
<b>Focus</b>																								
Whole Class (W)																								
Large Group (L)																								
Small Group (S)																								
Individual (I)																								
<b>Engagement</b>																								
All (A)																								
Most (M)																								
Half (H)																								
Quarter (Q)																								
Zero (Z)																								

## Timed Lesson Observation – Codes Defined

**Instruction:** This level is to code the overall skill that is the focus of instruction.

Reading (R): This includes skills such as print concepts (e.g., directionality, spacing, word length), letter knowledge (e.g., name, shape, sound), decoding, comprehension, blending.

Writing (W): This includes instruction in handwriting, copying, spelling, student-generated writing, journals.

Oral Language (L): This includes skills such as phonological awareness, songs, rhymes, vocabulary, and word meaning.

Grammar (G): This include knowledge of capitalization, plurals, and punctuation.

Assessment (A): New Arabic content is not the focus; the purpose is to measure progress of previous learning.

Nothing (N): Nothing is being taught at this time point.

---

**Materials:** This level is to code the types of materials used during the Arabic lessons. Code the material that is the subject of discussion – the thing the teacher is referring to or the thing that students are paying attention to. It could be a visible object – such as writing on the board or in a book, or it could be something spoken about such as a poem that has been memorized.

Written (W): Any written text.

Oral (O): Any language that is presented orally. This can be initiated by the teacher or the students.

Illustration (I): An illustration, picture, realia, or any object.

Management (M): Any related items for management. For example, the teacher is taking attendance or the teacher asks students to get out books. No academic demands are placed on the students.

Nothing (N):

---

**Student Response:** This level is to code what the students are doing during an observation interval. What type of response do they have to the classroom activity? This provides a measure of student engagement throughout the class.

Reads (R): The students read something silently or aloud.

Listening (L): Students are listening or waiting to answer a question. This includes raising hands.

Writing (W): Students respond by writing.

Orally (O): Students respond orally (e.g., singing a song, answering a question).

Physical (P): Students have a physical response, (e.g., raising a number of fingers on a hand; writing a word in the air)

Manipulate (M): Students respond by manipulating something with their hands. (e.g., moving blocks to represent sounds)

Getting (G): Students are getting something or waiting for the teacher (e.g., a book, school bag; lined up waiting to have their work checked).

Not Engaged (N): Students are not engaged (e.g., looking out of the window).

---

**Focus:** This level is to code the response type used in the activity. Is the whole class responding to the activity? Only an individual student?

Whole (W): Response from whole class.

Large (L): Response from a large group of students (roughly 50%).

Small (S): Response from a small group of students (pairs or small groups).

Individual (I): Response from an individual student.

---

**Engagement:** This level is to code what the rest of the class is doing as compared to those noted in the Focus level.

All (A): The entire class is either engaged in the current activity or are doing something sanctioned by the teacher.

Most (M): 75% 3 out of 4 students are engaged in the current activity or are doing something sanctioned by the teacher.

Half (H): 50% 2 out of 4 students are engaged in the current activity or are doing something sanctioned by the teacher.

Quarter (Q): 25% 1 out of 4 students are engaged in the current activity or are doing something sanctioned by the teacher.

Zero (Z): 0% 0 out of 4 students are engaged in the current activity or are doing something sanctioned by the teacher.

Community: \_\_\_\_\_ School Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Assessor Name: \_\_\_\_\_ Date: \_\_\_\_\_ (DD/MM/YY)

### Binary Checklist - Post Arabic Lesson Untimed

Complete this checklist Immediately after finishing the timed two-minute timed lesson observation, Circle yes or no.

<b>During the Arabic lesson, the teacher:</b>			
<i>Oral Language</i>			
1.	Led an oral activity involving rhyme, alliteration, or tongue twisters to play with Language.	yes	no
2.	Led an oral activity identifying individual sounds or syllables in words (e.g., what they hear at the beginning, middle, or end of a word etc.).	yes	no
3.	Explained how words are different in spoken and written Arabic.	yes	no
4.	Extended students' expressive language. (e.g., Student, "I have a pencil." Teacher, "Yes, you have a skinny pencil.")	yes	no
<i>Alphabetic Principle/Decoding</i>			
5.	Taught or reviewed letter names.	yes	no
6.	Taught or reviewed letter sounds.	yes	no
7.	Taught or practiced blending letters to read words.	yes	no
8.	Taught or reviewed word recognition strategies (e.g. sounding it out, looking at the first letter, chunking, checking against what makes sense in context, etc.)	yes	no
<i>Reading connected text and/or fluency</i>			
9.	Modelled finger pointing for students to also use.	yes	no
10.	Read a text and had the class repeat after them (echo reading).	yes	no
11.	Had the students read a text in unison (choral reading).	yes	no
12.	Had the students read in pairs with a partner (paired or buddy reading).	yes	no
13.	Had the students read on their own.	yes	no
14.	Taught or reviewed reading with appropriate pausing, intonation, or expression.	yes	no
<i>Comprehension of Stories or Text</i>			
15.	Taught the meaning of unfamiliar, or key, words that appear in a story or text.	yes	no
16.	Asked explicit or recall questions about a story or text read or listened to.	yes	no
17.	Asked inferential questions about a story or text read or listened to.	yes	no
18.	Asked questions that had the students give an opinion about a story or text.	yes	no
<i>Writing</i>			
19.	Had the students practice correct letter formation.	yes	no
20.	Taught or practiced spelling words with attention to letter sounds or parts.	yes	no
21.	Asked students to write or draw their own ideas (e.g., letters, words, or sentences) without copying	yes	no
<i>Resources</i>			
22.	Referred students to text displayed in the classroom (e.g. on the walls, hanging from the ceiling, etc.) when teaching.	yes	no
23.	Used realia, props, photos, or drawings to enhance the students' understanding of the meaning of a word or a passage.	yes	no
24.	Read to the students from a storybook, a big book, or a newspaper article.	yes	no

<i>General</i>					
25.	Used informal assessment to monitor understanding.			yes	no
26.	Made accommodations for students who needed them (e.g., proximity, large print).			yes	no
27.	Provided corrective feedback to students' errors (e.g., telling them what they missed and helping them to arrive at the correct answer).			yes	no
28.	In 1st and 2nd grade classrooms, ask 4 students seated in different parts of the classroom if today's lesson had been previously taught. Write the numbers in the box.		<b>Previously Taught</b>	<b>New Lesson</b>	<b>Don't Know</b>
		<b>Boys</b>			
		<b>Girls</b>			



## Time Tracking Codes - Definitions and Examples

Code	Definition	Examples
Administration / Classroom Management (1)	This term refers to administrative activities done by all students or teachers or management of classroom. No content is taught.	The students are putting away their bags in the morning. The teacher takes attendance. The distribution of books or supplies to students.
Break (2)	This term refers to scheduled breaks such a lunch or recess.	The students are at recess.
Interruption (3)	This term refers to moments when the instructional activity that was in progress is disrupted.	Another teacher enters the classroom to borrow something. A student is disruptive to the point that instruction stops.
Instruction (4)	This term refers to times of direct instruction. It can also be when students are engaged in centers or in small groups with the teacher directly monitoring or facilitating.	A wide range of activities from learning about the days of the week, name writing, listening to a story read aloud, learning to decode words, drawing pictures, learning about weather, olives, rote counting, addition problems.

These codes are to note when students were exposed to instruction, even quick tips, to support their Reading, Writing or Language development. All three, two, one, or none, of the boxes can be checked in a row.

Code	Definition	Examples
Reading (R)	This refers to activities and guidance that help students develop reading skills. It could be in any subject area.	Instruction on how to hold a book, finger point, or turn pages. Explicit decoding or word identification tips in any subject. Use of choral reading, echo reading, partner reading of reading connected text. Use of comprehension questions about any text that was read or shared. Strategies such as prediction, discuss illustrations.
Writing (W)	This refers to activities and guidance that help students develop writing skills. It could be in any subject area.	Explicit teaching about writing posture, pencil grip, handwriting, letter formation, spacing between words. Activities that engage students in drawing, tracing, or writing. Instruction in spelling of individual letters, words or syllables. Guidance on generating or composing word lists, phrases, sentence, or paragraphs.
Language (L)	This refers to activities and guidance that help students develop oral language skills. It could be in any subject area.	Explicit teaching in the meaning of unfamiliar words. Noting how written and spoken Arabic differ. Phonological awareness activities such as segmenting words into syllables or sounds. Inclusion of songs or rhymes.

### Principal Interview (Time-on-Task Principal Interview –TTPI)

Demographics																					
<b>School Name</b>																					
<b>Community</b>																					
<b>Directorate</b>																					
<b>Date of Visit</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25%; text-align: center;"> _ </td> <td style="border: 1px solid black; width: 25%; text-align: center;"> _ </td> <td style="border: 1px solid black; width: 5%; text-align: center;">/</td> <td style="border: 1px solid black; width: 25%; text-align: center;"> _ </td> <td style="border: 1px solid black; width: 25%; text-align: center;"> _ </td> <td style="border: 1px solid black; width: 5%; text-align: center;">/</td> <td style="border: 1px solid black; width: 10%; text-align: center;"> _ </td> <td style="border: 1px solid black; width: 10%; text-align: center;"> _ </td> <td style="border: 1px solid black; width: 10%; text-align: center;"> _ </td> <td style="border: 1px solid black; width: 10%; text-align: center;"> _ </td> </tr> <tr> <td style="text-align: center;">DD</td> <td></td> <td></td> <td style="text-align: center;">MM</td> <td></td> <td></td> <td colspan="4" style="text-align: center;">YYYY</td> </tr> </table> <p style="text-align: center;">example: 15 / 12 / 2017</p>	_	_	/	_	_	/	_	_	_	_	DD			MM			YYYY			
_	_	/	_	_	/	_	_	_	_												
DD			MM			YYYY															
<b>Principal Gender</b>	<input type="checkbox"/> Female <input type="checkbox"/> Male																				
<b>Assessor Name</b>																					

<b>TTP1.1</b> In the official class <i>kindergarten</i> timetable how is time allocated? How many minutes are allocated for each activity period per week?  <i>List activities and their weekly minute totals.</i>	<b>Subject</b>	<b>Minutes</b>	<b>Subject</b>	<b>Minutes</b>
<b>TTP1.2</b> In the official class timetable for <i>Grade 1</i> , how many minutes are allocated to each subject period per week?  <i>List subjects and their weekly minute totals.</i>	<b>Subject</b>	<b>Minutes</b>	<b>Subject</b>	<b>Minutes</b>
	Arabic			
	Math			
	Social Studies			
<b>TTP1.3</b> In the official class timetable for <i>Grade 2</i> , how many minutes are allocated to each subject period per week?  <i>List subjects and their weekly minute totals.</i>	<b>Subject</b>	<b>Minutes</b>	<b>Subject</b>	<b>Minutes</b>
	Arabic			
	Math			
	Social Studies			
<b>TTP1.4</b> How often do teachers receive support from the Early Grade Supervisor on the teaching of reading and writing in Arabic?	<input type="checkbox"/> once a school year <input type="checkbox"/> once per term <input type="checkbox"/> once a month <input type="checkbox"/> more than once a month		<input type="checkbox"/> never <input type="checkbox"/> other <hr style="width: 100%;"/>	

<p>TTP1.5 What do the <i>Kindergarten</i> teachers need to have or to learn to improve their students' reading, writing, and oral language skills?</p> <p><i>Do not read the options. Tick all that are said.</i></p>	<input type="checkbox"/> storybooks <input type="checkbox"/> workbooks <input type="checkbox"/> posters <input type="checkbox"/> flashcards <input type="checkbox"/> instructional supplies <input type="checkbox"/> access to a copier	<input type="checkbox"/> training <input type="checkbox"/> how to help struggling readers <input type="checkbox"/> assessment ideas <input type="checkbox"/> teacher guide <input type="checkbox"/> furniture <input type="checkbox"/> library access	<input type="checkbox"/> principal support <input type="checkbox"/> peer support <input type="checkbox"/> family support <input type="checkbox"/> smaller classes <input type="checkbox"/> other <hr/>
<p>TTP1.6 What do the <i>Grade 1</i> and <i>Grade 2</i> teachers need to have or to learn to improve reading, writing, and oral language skills?</p> <p><i>Do not read the options. Tick all that are said.</i></p>	<input type="checkbox"/> storybooks <input type="checkbox"/> workbooks <input type="checkbox"/> posters <input type="checkbox"/> flashcards <input type="checkbox"/> instructional supplies <input type="checkbox"/> access to a copier	<input type="checkbox"/> training <input type="checkbox"/> how to help struggling readers <input type="checkbox"/> assessment ideas <input type="checkbox"/> teacher guide <input type="checkbox"/> furniture <input type="checkbox"/> library access	<input type="checkbox"/> principal support <input type="checkbox"/> peer support <input type="checkbox"/> family support <input type="checkbox"/> smaller classes <input type="checkbox"/> other <hr/>
<p>TTP1.7 In terms of reading and writing instruction, what do you think is going well in your school?</p> <p><i>Do not read the options. Tick all that are said.</i></p>	<input type="checkbox"/> teacher effort <input type="checkbox"/> teacher collaboration <input type="checkbox"/> family support <input type="checkbox"/> following standards <input type="checkbox"/> use of technology <input type="checkbox"/> creating a reading culture <input type="checkbox"/> library <input type="checkbox"/> focus on skills <input type="checkbox"/> other _____		

## Teacher Interview (Time-on-Task Teacher Interview - TTTI)

Demographics											
School Name											
Community											
Directorate											
Date of Visit	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"> _ _ </td> <td style="text-align: center;">/</td> <td style="text-align: center;"> _ _ </td> <td style="text-align: center;">/</td> <td style="text-align: center;"> _ _ _ </td> </tr> <tr> <td style="text-align: center;">DD</td> <td></td> <td style="text-align: center;">MM</td> <td></td> <td style="text-align: center;">YYYY</td> </tr> </table> <p>example: 15 / 12 / 2017</p>	_ _	/	_ _	/	_ _ _	DD		MM		YYYY
_ _	/	_ _	/	_ _ _							
DD		MM		YYYY							
Teacher's Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male										
Grade	<input type="checkbox"/> Kindergarten <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2										
Class Size	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"> _ _ </td> <td style="text-align: center;"> _ _ </td> <td style="text-align: center;">boys</td> <td style="text-align: center;"> _ _ </td> <td style="text-align: center;"> _ _ </td> <td style="text-align: center;">girls</td> </tr> </table>	_ _	_ _	boys	_ _	_ _	girls				
_ _	_ _	boys	_ _	_ _	girls						
Assessor Name:											

TTTI.1 What areas of your Arabic instruction do you <i>enjoy</i> teaching?  <i>Do not read the options. Tick all that are said.</i>	<input type="checkbox"/> word meaning <input type="checkbox"/> songs/rhymes <input type="checkbox"/> riddles <input type="checkbox"/> print concepts <input type="checkbox"/> letter knowledge	<input type="checkbox"/> decoding/word reading <input type="checkbox"/> reading stories <input type="checkbox"/> reading non-fiction <input type="checkbox"/> fluency	<input type="checkbox"/> hand-writing <input type="checkbox"/> name writing <input type="checkbox"/> spelling <input type="checkbox"/> composition <input type="checkbox"/> other _____
TTTI.2 What areas of your Arabic instruction would like <i>more support</i> ?  <i>Do not read the options. Tick all that are said.</i>	<input type="checkbox"/> word meaning <input type="checkbox"/> songs/rhymes <input type="checkbox"/> riddles <input type="checkbox"/> print concepts <input type="checkbox"/> letter knowledge	<input type="checkbox"/> decoding/word reading <input type="checkbox"/> reading stories <input type="checkbox"/> reading non-fiction <input type="checkbox"/> fluency	<input type="checkbox"/> hand-writing <input type="checkbox"/> name writing <input type="checkbox"/> spelling <input type="checkbox"/> composition <input type="checkbox"/> other _____
TTTI.3 Approximately how much instructional time do you spend teaching <i>reading</i> during the Arabic lesson?  <i>Do not read the options. Tick one box.</i>	<input type="checkbox"/> 0 minutes <input type="checkbox"/> 5 minutes <input type="checkbox"/> 10 minutes <input type="checkbox"/> 15 minutes	<input type="checkbox"/> 20 minutes <input type="checkbox"/> 25 minutes <input type="checkbox"/> 30 minutes <input type="checkbox"/> 35 minutes	<input type="checkbox"/> 40 minutes <input type="checkbox"/> 45 minutes <input type="checkbox"/> other _____

<p>TTTTI.4 Approximately how much instructional time do you spend teaching <i>writing</i> during the Arabic lesson?</p> <p><i>Do not read the options. Tick one box.</i></p>	<input type="checkbox"/> 0 minutes <input type="checkbox"/> 20 minutes <input type="checkbox"/> 40 minutes <input type="checkbox"/> 5 minutes <input type="checkbox"/> 25 minutes <input type="checkbox"/> 45 minutes <input type="checkbox"/> 10 minutes <input type="checkbox"/> 30 minutes <input type="checkbox"/> other <input type="checkbox"/> 15 minutes <input type="checkbox"/> 35 minutes      _____
<p>TTTTI.5 Approximately how much instructional time do you spend teaching <i>reading outside</i> of the Arabic lesson?</p> <p><i>Do not read the options. Tick one box.</i></p>	<input type="checkbox"/> 0 minutes <input type="checkbox"/> 20 minutes <input type="checkbox"/> 40 minutes <input type="checkbox"/> 5 minutes <input type="checkbox"/> 25 minutes <input type="checkbox"/> 45 minutes <input type="checkbox"/> 10 minutes <input type="checkbox"/> 30 minutes <input type="checkbox"/> other <input type="checkbox"/> 15 minutes <input type="checkbox"/> 35 minutes      _____
<p>TTTTI.6 Approximately how much instructional time do you spend teaching <i>writing outside</i> of the Arabic lesson?</p> <p><i>Do not read the options. Tick one box.</i></p>	<input type="checkbox"/> 0 minutes <input type="checkbox"/> 20 minutes <input type="checkbox"/> 40 minutes <input type="checkbox"/> 5 minutes <input type="checkbox"/> 25 minutes <input type="checkbox"/> 45 minutes <input type="checkbox"/> 10 minutes <input type="checkbox"/> 30 minutes <input type="checkbox"/> other <input type="checkbox"/> 15 minutes <input type="checkbox"/> 35 minutes      _____
<p>TTTTI.7 Do you have enough time to teach Arabic in the way that you would like?</p> <p>If no, from your perspective, what are some reasons that you don't have enough time?</p> <p><i>Do not read the options. Tick all that are said.</i></p>	<input type="checkbox"/> yes <input type="checkbox"/> no  <input type="checkbox"/> Not enough time in the school schedule for Arabic <input type="checkbox"/> School day is too short <input type="checkbox"/> Other subjects require too much time <input type="checkbox"/> Other school responsibilities <input type="checkbox"/> Students have low skills and need more support than I can give in the scheduled time <input type="checkbox"/> Other _____
<p>TTTTI.8 In what areas do you need support to help your students learn to read and write?</p> <p><i>Do not read the options. Tick all that are said.</i></p>	<input type="checkbox"/> storybooks <input type="checkbox"/> training <input type="checkbox"/> principal support <input type="checkbox"/> workbooks <input type="checkbox"/> how to help struggling readers <input type="checkbox"/> peer support <input type="checkbox"/> posters <input type="checkbox"/> assessment ideas <input type="checkbox"/> family support <input type="checkbox"/> flashcards <input type="checkbox"/> teacher guide <input type="checkbox"/> smaller classes <input type="checkbox"/> instructional supplies <input type="checkbox"/> furniture <input type="checkbox"/> other <input type="checkbox"/> access to a copier <input type="checkbox"/> library access      _____

## Appendix B. Snippets

### Classroom Snippets

Purpose: This document has snippets from classroom. They were coded by the assessors and submitted to determine consistency.

1.	<p>The class has about 24 students. The students are writing words that begin with the sound 'b'. Two students are at the pencil sharpener, three students are getting something out of their backpacks.</p> <p>لدينا حوالي 24 طالبا في الصف. الطلاب يكتبون الكلمات التي تبدأ بصوت 'ب'. اثنين من الطلاب يبرون قلم الرصاص ، ثلاثة طلاب يحصلون على شيء من حقائبهم.</p>	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		
2.	<p>The class has about 24 students. In front of the classroom is a large poster of a scene from a market. The teacher tells all students to turn and talk to the student next to them and identify something that they see in the poster. About 12 students turn to their neighbor. About 12 students do not turn to their neighbor.</p> <p>الصف يحتوي على حوالي 24 طالبا. أمام الفصل الدراسي ملصق كبير لمشهد كبير من السوق. يطلب المعلم من جميع الطلاب التحدث إلى زميلهم الذي يجلس بجانبهم وتحديد شيء ما يرونه في الملصق. حوالي 12 طالبا توجهوا إلى زملائهم. حوالي 12 طالبا لم يتجهوا إلى زملائهم.</p>	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		
3.	<p>The class has about 24 students. The teacher says the word kitab and asks students to clap the syllables as they say the word with her. About four students far from the teacher are not clapping or saying the word.</p> <p>الصف لديه حوالي 24 طالبا. يقول المعلم كلمة كتاب ويطلب من الطلاب تصفيق المقاطع كما يقولون الكلمة معه. حوالي أربعة طلاب بعيدا عن المعلم لم يصفقوا ولم يقولوا الكلمة.</p>	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		
4.	<p>The class has about 24 students. The teacher is discussing a story they read yesterday. The text is not visible. When asked who the woman character is in the story a student incorrectly responds, "a mother". The teacher says, "No, it's a teacher."</p> <p>يحتوي الفصل على حوالي 24 طالبا. يناقش المعلم قصة قرأها بالأمس. النص غير مرئي. عندما سألت المعلمة الطلبة "من هي المرأة في القصة؟" أجاب الطالب اجابة خاطئة " الأم ". يقول المعلم: "غير صحيح</p>	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		

5.	The class has about 24 students. The teacher reads a line of text and tells the students to read the line of text she just read in the big book. About 18 students read the line of text. About 3 students are looking out the window.  الصف لديه حوالي 24 طالبا. يقرأ المعلم سطرا من النص ويخبر الطلاب بقراءة السطر الذي قرأه للتو في الكتاب الكبير. حوالي 18 طالبا يقرأون السطر من النص (في الكتاب الكبير). حوالي 3 طلاب ينظرون من النافذة	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		

6.	The class has about 30 students. The teacher is looking for something in her desk. The students are seated at their desks.  الصف لديه حوالي 30 طالبا. المعلم يبحث عن شيء على المكتب بينما يجلس الطلبة في أماكنهم.	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		

7.	The class has about 30 students. The students are seated at desks. The teacher tells them to get out their books. Students are getting out their books.  يحتوي الصف على 30 طالبا. ويجلس الطلاب على مقاعدهم. المعلم يقول لهم أن يخرجوا كتبهم. الطلاب يخرجون كتبهم.	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> لمشاركة		

8.	The class has about 30 students. The students have their textbooks open. They were told to look for a word that begins with letter "T". The students are flipping through their books in search of a letter "T".  الصف 30 طالبا. الطلاب لديهم الكتب المدرسية مفتوحة. وقد قيل لهم أن يبحثوا عن كلمة تبدأ بالحرف "ت". ويقوم الطلاب بتقليب كتبهم بحثا عن الحرف "ت".	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> لمشاركة		

9.	<p>The class has about 30 students. The students are writing their names on their papers. Two students appear to be looking for a pencil. Two students are waiting in line at the pencil sharpener. Two students are not doing anything.</p> <p>يحتوي الصف على حوالي 30 طالبا. يكتب الطلاب أسمائهم على أوراقهم. يبدو أن طالبين يبحثان عن قلم رصاص. إثنين من الطلاب ينتظرون في خط لبري قلم الرصاص. طالبان لا يفعلان أي شيء.</p>	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدریس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		

10.	<p>The class has about 30 students. The teacher is introducing a storybook while the students are seated facing near her. She points to the title on the cover. She asks, who can tell me a letter that you know? Three students are looking at a colorful pencil that one girl has.</p> <p>يوجد في الصف حوالي 30 طالبا. يقوم المعلم بعرض القصة القصيرة في حين يجلس الطلاب بالقرب منها. وتشير إلى العنوان على الغلاف. تسأل، من يمكنه أن يخبرني بحرف يعرفه؟ ثلاثة طلاب ينظرون إلى قلم رصاص جميل وملون بيد احد الطلبة.</p>	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدریس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		

11.	<p>The class has about 30 students. There is a big book for all students to see. The teacher is using obvious finger-pointing to have moving her finger from right to left. She says to the students to show her how they point from right to left. The students finger-point in the air.</p> <p>يوجد في الصف حوالي 30 طالبا. هناك كتاب كبير معروض أمام جميع الطلاب. المعلم يستخدم إصبعه ويشير من اليمين إلى اليسار. ويوضح للطلبة كيف يشير من اليمين إلى اليسار. المعلمة تطلب من الطلاب استخدام أصبعهم وتقليدها في الهواء.</p>	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدریس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		

12.	<p>The class has about 30 students. At the table in front of the classroom there is a feather, stuffed bear, and a baby blanket. Three students have been called up front to touch them. The teacher asks for them to describe how they feel. The other students are watching.</p> <p>يوجد في الصف حوالي 30 طالبا. على الطاولة أمام الفصل الدراسي هناك ريشة، دبدوب محشو قطن، وبطانية طفل. وقد تم استدعاء ثلاثة طلاب إلى الأمام للمسهم. يطلب المعلم من الطلاب وصف شعورهم. الطلاب الآخرون يراقبون</p>	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> (التعليمات) تدریس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> المشاركة		

13.	The class has about 20 students. They are working in centers. Four students are at the Arabic center with the teacher. They are thinking of ways to describe the weather. 16 students are at other centers.  يوجد في الصف نحو 20 طالبا. وهم يعملون في زوايا تعليمية مختلفة. أربعة طلاب مع المعلمة في زاوية اللغة العربية "يفكرون في طرق لوصف حالة الطقس". 16 طالبا في زوايا اخرى.	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> لمشاركة		

14.	The class has about 20 students. They are working in centers. Four students are drawing at the literacy center with the teacher. A student says, "I am drawing clouds on a rainy day." The teacher asks the student, "What else do you see on a rainy day?" The student says, "Lightning."  يوجد في الصف نحو 20 طالبا. وهم يعملون في زوايا مختلفة. يرسم أربعة طلبة مع المعلمة، طالب يقول أنا أرسم غيوم يوم ماطر. يسأل المعلم الطالب "ما هو الشيء الآخر التي يمكن ان ترونه في يوم ممطر؟" الطالب يقول برق.	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> لمشاركة		

15.	The class has about 20 students. Four students are writing at the literacy center. The teacher points to the paper and asks the students where they should start writing.  يوجد في الصف نحو 20 طالبا. أربعة من الطلاب يكتبون بمساعدة المعلمة. يشير المعلم إلى الورقة ويوجههم من أين يبدأوا الكتابة.	<b>Level</b>	<b>Code</b>	<b>Code</b>
		<b>Instruction</b> التعليمات) تدريس		
		<b>Materials</b> المواد		
		<b>Student Response</b> الطالب استجابة		
		<b>Focus</b> التركيز		
		<b>Engagement</b> لمشاركة		

Instruction		Materials	Student Response		Focus	Engagement
Reading (R)	Grammar (G)	Written (W) الكتابة	Read (R) القراءة	Physical (P) استجابة جسدية	Whole Class (W)	All (A) جميع
Writing (W)	Assessment (A)	Oral (O) شفوي	Listen (L) يسمع	Manipulate (M) يتلاعب	Large Group (L) مجموعة كبيرة	Most (M) معظم
Language (L)	Nothing (N)	Illustration (I) التوضيحات	Write (W) يكتب	Getting (G) يحصل ، ينتظر	Small Group (S) مجموعة صغيرة	Half (H) نصف
		Management (M) الإدارة	Oral Response (O) شفوي	Not Engaged (N) لا يشارل	Individual (I) فردى	Quarter (Q) ربع
		Nothing (N) لا شئى	Nothing (N) لا شئى			Zero (Z) صفرا ، لا احد

# Appendix C. Standard Operating Procedure



SOP: Time-on-Task Study  
Version: 1  
Effective Date: December 6, 2017

## Standard Operating Procedure

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**1.0 Purpose:** To describe the procedures for school visits for the Time-On-Task Study.

**2.0 Responsibility:** This SOP is for all assessors and the research team.

**3.0 Equipment Checklist:**

- |  |   |
|--|---|
| <input type="checkbox"/> this SOP                      | <input type="checkbox"/> blank Arabic Timed Lesson Observation              |
| <input type="checkbox"/> timer                         | <input type="checkbox"/> blank Arabic Lesson Checklist                      |
| <input type="checkbox"/> clipboard                     | <input type="checkbox"/> blank Principal interview (one per school)         |
| <input type="checkbox"/> folder                        | <input type="checkbox"/> multiple blank Time Tracking instruments           |
| <input type="checkbox"/> pencils, sharpener,<br>eraser | <input type="checkbox"/> blank Teacher interview (one per teacher observed) |

**4.0 Overview of Responsibilities:**

- a. Travel to the assigned school. Meet with your school team who will observe in Kindergarten, Grade 1, and Grade 2 classrooms.
  - b. Provide the Principal an overview of the planned activities.
  - c. One assessor per grade administers the Time Tracker Instrument throughout the school day.
  - d. One assessor per grade administers the Time Lesson Observation for Arabic, the Non-Timed Lesson Observation Checklist, the Teacher Interview and Principal interview.
  - e. At each school, the Principal only needs to be interviewed once.
  - f. Give completed observation form to \_\_\_\_\_.
  - g. Thank the teachers and the administration for their support.
- 

**5.0 Methodology**

**Prior to School Arrival**

- Get your school information from \_\_\_\_\_.
- Confirm your transportation.
- Check that you have everything on the equipment checklist (Section 3.0).

**At the School**

**1. Overview**

The observation team introduces themselves and provides an overview to the Principal, Kindergarten, Grade 1, Grade 2 teachers.

*Say, We are here from the Ministry. The MOEHE is interested in how time is allocated to support students' reading and writing development in Kindergarten, Grade 1 and Grade 2 and how those skills are taught. These results will be used to inform ways to support reading, writing, and language instruction in these grades. We are observing in small sample of schools and your school was selected randomly. We would like to observe in these classrooms using three tools to capture this information. With their permission, we would also like to interview the teachers we observe for about 10-15 minutes, ideally during recess. Also, one of us would like to interview the head teacher.*

In this brief meeting:

- a. Be efficient so that the assessor using the time tracker tool is in the classroom when the school day begins.
- b. Learn the times that Arabic (reading and writing) are taught in Kindergarten, Grade 1, and Grade 2.
- c. Establish a time to interview the Principal.

## 2. Assessor 1: Time Tracker Instrument

- a. Arrive to your assigned classroom before the school day starts.
- b. Find a place to sit in the classroom that is not disruptive. Ideally you will sit behind the students.
- c. Put your mobile phone on silent. Use the stopwatch to note the time activities switch.
- d. Follow this class all day, until dismissal.
- e. You will likely need multiple pages to track all the shifts in activities.
- f. At the end of the school day, double-check your calculations of Minutes of Instruction and Activity Codes.
- g. Submit your completed observation to the Team Coordinator.

## 3. Assessor 2: Timed Arabic Lesson, Checklist and Interviews

- a. Depending on the time of the Arabic lesson, your first activity might be the Principal Interview.
- b. You need to be in the classroom five minutes before the Arabic lesson starts.
- c. Find a place to sit in the classroom that is not disruptive. Ideally you will sit behind the students.
- d. Put your mobile phone on silent. Use the stopwatch to note two-minute intervals.
- e. As soon as the Arabic lesson is complete, stop noting what is happening at two-minute intervals.
- f. Immediately reflect on what you just observed and complete the checklist. This is not a second observation.
- g. If you observe in a first or second grade classroom, during a break ask four students the final question.
- h. When the teacher has a break, such as recess, find a private spot to conduct the teacher interview.
- i. If you have not completed it yet, find a private spot to interview the Principal.
- j. Verify that all of your writing is legible and followed the protocol for that tool.
- k. Submit your completed instruments to the Team Coordinator.

**Notes:**

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Team Coordinator

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## Appendix D. Supervisors Trained to be Assessors

No.	Name
1	Adla Issa
2	Ahed Ayyash
3	Amani Shraim
4	Areej Siyaera
5	Atef Dweikat
6	Elham Taweel
7	Fatima Barahmeh
8	Haleemah Abed Rabboh
9	Hassan Ameerah
10	Hassan Ilyan
11	Hatem Kadaish
12	Hiba Abu Radwan
13	Iman Al Shareef
14	Khadeeja Khamees
15	Laila Al Rajai
16	Mohammad Fayed
17	Riyad Darawish
18	Safa Ali Ahmad
19	Waleed Ibrahim
20	Yasmeen Karajeh
21	Yasser Ganayim

## Appendix E. Training Agenda



### دراسة الوقت المخصص للمهمة اجتدة التدريب

اليوم التدريبي الأول :

الموضوعات	الجلسة	الساعة	اليوم والتاريخ
كلمات الافتتاحية الدكتورة نانسي باركنس، مديرة مشروع القراءة في المراحل المبكرة الدكتورة ريماء ضراوة . مديرة المعهد الوطني للتدريب الدكتورة شاهيناز القار . مدير عام الإشراف التربوي	الأولى	10:00-9:30	التأطء 2017/12/4
الاجتدة ، قواعد العمل التوقعات	الثانية	-10:00 10:30	
استراحة		-10:30 10:45	
اهداف الدراسة واسئلة البحث	الثالثة	-10:45 11:15	
عملية جمع البيانات في هذه الدراسة. التعرف على دور ومسؤوليات اعضاء الفريق	الرابعة	-11:15 11:45	
الأجراءات الأخلاقية اثناء جمع البيانات (لأغراض البحث العلمي)	الخامسة	-11:45 12:15	
استراحة		-12:15 12:30	

استعراض ادوات البحث: الملاحظة الصفية المحددة بالوقت وغير المحددة بالوقت مقابلات المعلمين والمدراء اداة تتبع الوقت	السادسة	2:00-12:30	
غذاء		2:30-2:00	

اليوم التدريبي الثاني:

الموضوعات	الجلسة	الساعة	اليوم والتاريخ
مراجعة الملاحظة الصفية المحددة وغير المحددة بالوقت	الأولى	9:30-9:00	الاربعاء
1. عرض اداة القياس المحددة للوقت استخدام ادوات الملاحظة والتدريب عليها عن طريق الفيديو 2. استخدام ادوات الملاحظة غير المحددة بالوقت والتدريب عليها عن طريق الفيديو مقارنة الأداةين	الثانية	-9:30 11:00	
استراحة		-11:00 11:15	
التدريب على اداة تتبع الوقت	الثالثة	-11:15 1:00	
المقابلات استخلاص المعلومات والمراجعة	الرابعة	2:00-1:00	
غذاء		2:30-2:00	

1  
اليوم التدريبي الثالث:

الموضوع	الساعة
تجربة الاداء على الواقع في المديرية	13:00-7:45

اليوم التدريبي الرابع:

الموضوع	الجلسة	الساعة
تغذية راجعة: الادوات والدروس المستفادة لإتجاح العمل الميداني	الاولى	9:00
خطة العمل الميداني وترتيب المواعيد	الثانية	11:30
توزيع ادوات البحث	الثالثة	12:30

## **Appendix F. Transcribed Observations and Coding**

This document was used in training. It was not given to assessors. The trainers came to agreement before the training.

1. Section 1: Timed Lesson Observation. This is a table with the time intervals from the Arabic lesson coded (file 651) and a justification. It is coded using the Timed Lesson Observation. The even time intervals, 2:00, 4:00 and 6:00 were used for training. The odd time intervals, 1:00, 3:00, 5:00, 7:00 were used for agreement.
2. Section 2: This is a completed Non-Time Lesson Observation Checklist. It was used for training and agreement. The choices are justified in the right column
3. Section 3: This is log of what transpires in the Arabic (651) lesson.

### Section 1: Timed Lesson Observation

Minute	Codes			Justification for Using that Code
1:00	Instruction	L	Oral Language	Teacher stands with her arms crossed, signaling them to stop, as she waits for them to finish the recitation/chant.  They are not using text. No students can be seen in the video, so there is an assumption they are all participating.
	Materials	O	Oral	
	Student Response	O	Oral	
	Focus	W	Whole	
	Engagement	A	All	
2:00	Instruction	N	Nothing	Teacher gestures to tell students to stand up. Her gestures are considered the item used to manage the classroom. At 2:00 two boys seen in the video are not participating.
	Materials	M	Management	
	Student Response	P	Physical	
	Focus	W	Whole	
	Engagement	M	Most	
3:00	Instruction	R	Reading	Teacher walks to the other side of the white board. Tells students to listen to her. She points to words projected on the whiteboard.  They are not reading yet. All appear to be listening.
	Materials	W	Written	
	Student Response	L	Listening	
	Focus	W	Whole	
	Engagement	A	All	
4:00	Instruction	R	Reading	In the middle of choral reading words. Students echo reading from the text projected on the board.  Focus: directed only some of the students to read. It appears to be the students in the middle. All engaged.
	Materials	W	Written	
	Student Response	R	Reads	
	Focus	L	Large	
	Engagement	A	All	
5:00	Instruction	R	Reading	Teacher points to the first letter and one student reads it. Then points to the second part of the word and the other student reads the word. The rest of the class is listening.
	Materials	W	Written	
	Student Response	R	Reads	
	Focus	S	Small	
	Engagement	A	All	
6:00	Instruction	R	Reading	Two students read the word on the board. The rest of the class is listening.
	Materials	W	Written	
	Student Response	R	Reads	
	Focus	S	Small	
	Engagement	A	All	
7:00	Instruction	R	Reading	One girl comes to the board to read the entire word, not just parts as they had been doing.
	Materials	W	Written	
	Student Response	R	Reads	
	Focus	I	Individual	
	Engagement	A	All	

## Section 2:

This is a reduced size version of the Non-Time Lesson Observation Checklist. It codes the seven-minute Arabic observation named 651. Slashes were used designate choices. The choice is justified in the right column.

<i>Oral Language</i>			
1. Led an oral activity involving rhyme, alliteration, or tongue twisters to play with language.	yes	no	
2. Led an oral activity identifying individual sounds or syllables in words (e.g., what they hear at the beginning, middle, or end of a word etc.).	yes	no	
3. Explained how words are different in spoken and written Arabic.	yes	no	
4. Extended students' expressive language. (e.g., Student, "I have a pencil." Teacher, "Yes, you have a skinny pencil.")	yes	no	
<i>Alphabetic Principle/Decoding</i>			
5. Taught or reviewed letter names.	yes	no	
6. Taught or reviewed letter sounds.	yes	no	uses all 2-syllables words, attention to letter sound
7. Taught or practiced blending letters to read words.	yes	no	
8. Taught or reviewed word recognition strategies (e.g. sounding it out, looking at the first letter, chunking, checking against what makes sense in context, etc.)	yes	no	
<i>Reading connected text and/or fluency</i>			
9. Modelled finger pointing for students to also use.	yes	no	The teacher is explicit in her use of the yellow pointing to blend rules
10. Read a text and had the class repeat after them (echo reading).	yes	no	
11. Had the students read a text in unison (choral reading).	yes	no	
12. Had the students read in pairs with a partner (paired or buddy reading).	yes	no	
13. Had the students read on their own.	yes	no	
14. Taught or reviewed reading with appropriate pausing, intonation, or expression.	yes	no	
<i>Comprehension of Stories or Text</i>			
15. Taught the meaning of unfamiliar, or key, words that appear in a story or text.	yes	no	
16. Asked explicit or recall questions about a story or text read or listened to.	yes	no	
17. Asked inferential questions about a story or text read or listened to.	yes	no	
18. Asked questions that had the students give an opinion about a story or text.	yes	no	
<i>Writing</i>			
19. Had the students practice correct letter formation.	yes	no	
20. Taught or practiced spelling words with attention to letter sounds or parts.	yes	no	
21. Asked students to write or draw their own ideas (e.g., letters, words, or sentences) without copying	yes	no	
<i>Resources</i>			
22. Referred students to text displayed in the classroom (e.g. on the walls, hanging from the ceiling, etc.) when teaching.	yes	no	The text that was projected on the wall was the focus of the lesson.
23. Used realia, props, photos, or drawings to enhance the students' understanding of the meaning of a word or a passage.	yes	no	
24. Read from a storybook, a big book, or newspaper article to the students.	yes	no	

<i>General</i>			
25. Used informal assessment to monitor understanding.	yes	no	
26. Made accommodations for students who needed them (e.g., proximity, large print).	yes	no	
27. Provided corrective feedback to students' errors (e.g., telling them what they missed; helping them to arrive at the correct answer)	yes	no	Starting around 5:40 she gives input to the boy who is struggling.

**Section 3:** This is a log of activities and interactions in the Arabic (651) lesson.

video file name: 651 West Bank second grade Arabic lesson

<b>Time</b>	<b>Activity / Activities</b>
	It is a second-grade classroom with two windows. Students are seated two to a desk. There is a white board. Posted to the left of the white board are small images one for each letter. There is other print on the walls.
:00	Teacher is at the front of the classroom. The video is close of her and three students. The rest of the class cannot be seen. The video begins in the middle of conversation. The teacher comments about diacritics called (Dama) and she is telling them to pay attention. She directed attention to a student named Izz.
:15	Teacher says something and then is off camera.
:23	Teacher is scanning pages in a book.
:31	Teacher requests that they chant a poem that is already familiar to them.
:34	Choral response from the class.
:35	Teacher starts to recite the rhyme, pledge. (Not sure what it is. What are they reciting?) Th teacher turns to write something on the board. She writes the phrase "Reading the letter "T")" and draws a shape/cloud around it.
:58	Teacher finishes writing on the board. Students are still reciting/chanting.
1:00	Teacher stands with her arms crossed, signaling them to stop, as she waits for them to finish the recitation/chant.
1:07	Teacher announces to the class to look at the board and returns to her desk. She opens laptop.
1:21	Teacher clicks on the overhead projector. She wipes the white board.
1:24	Teacher turns off the lights. Walks back to her students.
1:43	Teacher begins to erase the white board to the writing does not interfere with the projected image.
1:49	Teacher turns to address the students again. She says to look at the board and be with the teacher, one, two, three. She gets a yellow, rectangular pointer. The overhead project is displaying the words on the white board.
1:55	Teacher gestures to her neck or to herself. She says, "Eyes on teacher."
1:59	Teacher gestures to tell students to stand up.
2:00	Most of the students stand immediately.
2:04	Teacher gestures for them to stand up and sit down several times. It seems the standing is an energizer.
2:08	Teacher tell them to sit.
2:12	Teacher is at her laptop.
2:16	Teacher points yellow pointer to text on displayed on whiteboard.
2:20	Teacher says, "Reading in a correct way" and the students repeat with her or respond.
2:21	Teacher erases text from white board that is interfering with the projected image.
2:26	Teacher shifts something on laptop.
2:32	Teacher uses gestures (to her ear) to get attention of kids. She points to her ear to remind them to listen.
2:37	Teacher points at individual words projected on the whiteboard. Teacher repeats some words, says them slowly.
2:48	Someone opens the door. The teacher points to her lips for quiet and gestures for the person to leave. The door is shut.
2:50	Teacher returns to the activity of pointing to words projected on the whiteboard.
2:58	After pointing to each word that is displayed, the teacher repeats a word or a phrase.
3:00	Teacher walks to the other side of the white board. Tells students to listen to her. She points to words projected on the whiteboard.

<b>Time</b>	<b>Activity / Activities</b>
3:03	Teacher tells the kids what they need to do. The students respond chorally, reading the words that are on the board. The teacher is pointing to words, showing how to blend syllables to read words.
3:09	Words are by saying the first syllable and then the entire word. They read five word this way.
3:29	Teacher points to the back. She wants to hear that group repeat.
3:30	Teacher goes to the other side of the white board. Decoding/blending of the words again. Students reread the five words.
3:53	Teacher gestures sleeping and points to someone in the back of the room that are off camera.
3:57	Students echo reading again. The students are even louder.
4:00	In the middle of choral reading words. Students echo reading from the text projected on the board.
4:18	Teacher addresses the students She tells the students in the middle to be quiet. While she points to the students near the window and tells them to read.
4:23	Students are shouting as they read. The other two rows of students are listening.
4:32	The projector goes out.
4:34	Teacher adjusts laptop.
4:39	Teacher returns to point to the words projected on the board. The students are echo reading them as she points. It is still the row next to the window. The other two rows are listening.
4:46	Teacher adjusts the laptop / projector again.
4:47	Teacher said that she would select one student to go out to read the letter and the word.
4:52	At least five hands are raised. (Much of the class is off camera.)
4:55	Teacher calls on a student and another student Mustafa to volunteer.
4:57	Two boys come to the white board to read.
5:00	Teacher points to the first syllable and one student reads it. Then points to the second part of the word and the other student reads it. The rest of the class is listening. (letter and word)
5:07	Teacher told the students to raise their voice and then she told them that they are great students.
5:10	Teacher goes to desk to get stickers and is talking to the class. At least nine hands are raised.
5:13	Teacher give stickers to the two boys who read.
5:16	Teacher calls on two other students to come to read.
5:21	Teacher points to words syllable by syllable while the two students read. The class listens.
5:24	Teacher gestures finger to mouth for students to be quiet.
5:29	Teacher leans into laptop while talking to the class to get more volunteers. Gives the two readers stickers.
5:34	Teacher calls on other pairs come to read at the board. Teacher appears to give volunteers stickers.
5:40	Teacher pointing to the board again as two volunteers come to the board. These two students were hesitating. It appears that the teacher gave some hints to the first reader and after he read it the second reader read his without much trouble.
6:00	Two students read the word on the board. The rest of the class is listening.
6:01	Teacher gives stickers. Seven students are raising their hands.
6:09	Teacher addresses the class again. Calls on Moussa and Absa to come read.
6:17	Moussa and Absa at the board reading with the teacher support pointing.
6:20	Teacher comments that they are great. Teacher gives readers stickers, putting one the forehead of one boy.

<b>Time</b>	<b>Activity / Activities</b>
6:29	Students raising hands to be called.
6:33	Two girls near the window are called upon. The first girl gets there faster and decodes her part. The other girl arrives and then adds her part. Teacher reaches for stickers to give to the girls. Puts them on their foreheads.
6:55	Teacher calls on another student.
7:03	One girl comes to the board to read the entire word, not just parts as they had been doing. Video ends.

# Appendix G. Qualitative Behaviors

## Time-on-Task Data Consistency Behaviors

Purpose: The table below has ten items to capture assessors' knowledge of standard operating procedures for the time-on-task observations. The left column has a short description of a behavior of a fictional assessor. Each fictional assessor made an error that violates the standard operating procedures. The right column is a place to note the error and offer a correction.

	<b>Fictional Assessor Behavior</b>	<b>Error/ Correction</b>
1.	During the principal interview for items TTPI.5, TTPI.6, TTPI.7 the assessor read the options to the principal.	
2.	At one school, the kindergarten assessor, the first-grade assessor, and the second-grade assessor each interviewed the principal.	
3.	Before interviewing the teacher, the assessor did not read the consent form.	
4.	During the teacher interview, item TTT1.3, the teacher said that she teaches Arabic 60 minutes per day. The assessor ticked the "other" box.	
5.	The assessor interviews the teacher with several other teachers nearby.	
6.	When completing the Non-Timed Lesson Checklist, the assessors used a mix of circles, ticks and x marks.	
7.	During the observation, the assessor's phone rings. The assessor answers the phone call.	
8.	The assessor who will observe the Arabic lesson arrives five minutes after the Arabic lesson started.	
9.	When completing the time tracker instrument, the assessor calculates minutes for each of the four activity codes (Administration/Classroom management, Break, Interruption, Instruction).	
10.	At the end of the school day, the assessor who completed the 2-minute interval observation had not yet started the untimed classroom observation checklist.	

# Appendix H. Daily Tips

## Time-on-Task Study Daily Tips

Purpose: The assessors will be collecting data for the Time-on-Task Study in schools over six days. To keep the data quality high and to help with moral each day, we can send a short message per day via email. The left column is for the assessor who administers the Timed Classroom Observation. The column on the right are messages for the assessor who administers the Time Tracker.

	Arabic Assessor	Time Tracker
1	In the timed observation, when a student is interacting with any text (a letter, a word, a phrase, a sentence, a short story) and is reading aloud, the Materials are “Written” (W) and the Student Response is “Reads” (R). The Student Response is <b>not</b> Orally. When in doubt, call Dr. Majida or Dina. Thank you for your commitment to data quality!	Remember to total the time that was noted on all the pages. Double-check your calculations. When in doubt, call Dr. Majida or Dina. Thank you for your commitment to data quality!
2	In the timed observation, Focus is to identify who is responding to the current activity. Engagement is to note if the rest of the class is on or off task. If one student is answering and the rest of the class is on task, Focus = Individual, Engagement = All. When in doubt, call Dr. Majida or Dina. Thank you!	In Time Tracking, when you tick Language (L) this means that the teacher has included an activity or a brief interaction to develop language skills. It is not just talking. When in doubt, call Dr. Majida or Dina.
3	Principal and Teacher Interviews: Remember do not read the options. Ask the question. If the respondent does not respond, repeat the question. When in doubt, call Dr. Majida or Dina. Thank you!	Principal Interviews: Remember do not read the options. Ask the question. If the respondent does not respond, repeat the question. When in doubt, call Dr. Majida or Dina. Thank you!
4	In the timed observation, when a student(s) is expected to read text (a letter, a word, a phrase, a sentence, a short story) that is shown in a book, on a piece of paper, in a video, shown on backpack or an article of clothing– the materials should be coded as “Written” (W). When in doubt, call Dr. Majida or Dina.	In Time Tracking, Interruption is only coded if instruction that was in progress stops. When in doubt, call Dr. Majida or Dina.
5	In the timed observation, when a student (s) is expected to write or draw on any surface (e.g., paper, workbook, chalkboard, white board) the Materials should be coded as “Written” (W). When in doubt, call Dr. Majida or Dina.	In Time Tracking, the examples that shown in the definition of the codes are intended to be illustrative. It is very likely that there are other examples that are not listed. When in doubt, call Dr. Majida or Dina.
6	In the untimed checklist, the examples that correspond to the definitions of the seven codes (Administration, Break, Interruption, Instruction, Reading, Writing, Language) are intended to be illustrative. It is very likely that there are many other examples that are not listed. When in doubt, call Dr. Majida or Dina.	