

# Improving school management in Guatemala with ‘rules of thumb’

Project report

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In collaboration with DIGEDUCA

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# Executive Summary

## Background

In Guatemala, only 32% of high-school students pass the national standardized exam in reading comprehension and only 10% pass the exam in Maths.<sup>i</sup> Our fieldwork showed that principals typically receive minimal training on how to improve these results, or how to fulfill key managerial functions such as providing feedback to teachers.

## Intervention

We designed an intervention based on the management training interventions evaluated by Roland Fryer. His work showed that a 300 hour programme of management training for principals improved school management practices and led to better student test outcomes.<sup>ii</sup> Our intervention consisted of a light-touch version of those implemented by Fryer: we conducted one training session with principals which distilled the key elements of his curriculum to a small number of 'rules of thumb' guidance. Our intervention included four components:

- Posters with 'rules of thumb' guidance for principals including how often principals should meet with teachers to plan lessons, how often principals should observe teachers in the classroom, and what these sessions should include;
- An implementation checklist for principals;
- A letter from the Minister of Education, explaining the use and importance of the materials provided;
- A session where ministry staff distributed the poster, checklist and letter to principals and explained how to implement the guidance.

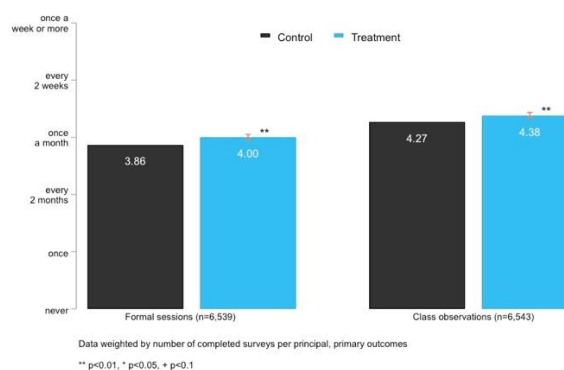
## Trial Design and Implementation

The trial was a two-arm, cluster-randomised controlled trial (RCT) with principals randomly allocated to receive the intervention or not. The trial included 4,124 high schools and 2,892 principals, some of whom oversee multiple schools.

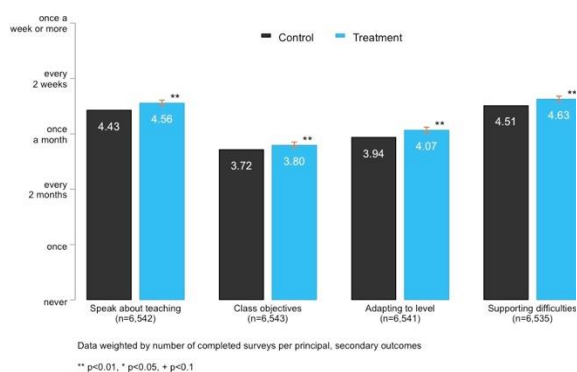
## Main findings

We find that the 'rules of thumb' intervention increased the frequency and quality of school management practices by principals across a broad range of indicators. Teachers who were in schools in the treatment group reported more planning sessions and class observations conducted by their principals. These teachers were also more likely to be spoken to about teaching, be helped to set class objectives, adapt their teaching to the level of students, and provide support to students with difficulties. These changes in turn increased the job satisfaction of teachers. However, the intervention did not translate into an impact on student attainment in maths or reading.

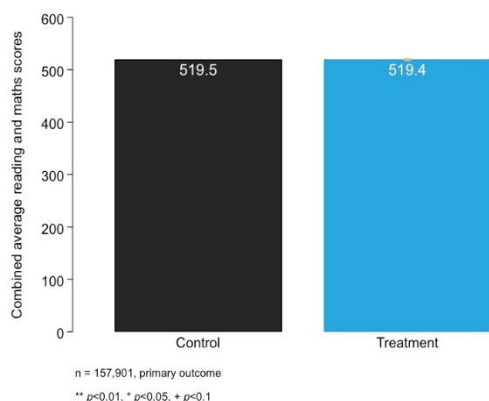
**Figure 1:** Effect of treatment on frequency of formal sessions and class observations



**Figure 2:** Effect of treatment on teacher survey outcomes relative to raw control mean



**Figure 3:** Effect of treatment on combined math and reading score relative to raw control mean



## Recommendations

Given that the 'rules of thumb' guidance improved frequency and quality of management practices by principals as well as teacher job satisfaction, we recommend that the intervention is scaled across the country. We also recommend that the Ministry test additional higher-intensity interventions for principals on school management practices.

If feasible, we would increase the feedback and support that principals receive when implementing the 'rules of thumb' guidance. In much the same way as the intervention works, principals themselves would likely benefit from more planning sessions, observation, and feedback from Ministry officials.

## 01 / Introduction

This trial forms part of a programme of work that BIT is conducting in partnership with the Global Innovation Fund (GIF), which has as a broader aim to increase the effectiveness of public policies and services in three lower-middle income countries. Under this programme, and as part of its broader work in Guatemala, BIT has collaborated with Dirección General de Evaluación e Investigación Educativa (DIGEDUCA) from the Ministry of Education in Guatemala (MINEDUC) on several trials. This report presents results from a trial aimed at improving school management in Guatemala. We aimed to achieve this improvement by providing secondary school principals with ‘rules of thumb’ guidance on school management practices.

## 02 / Background

### Student attainment and dropout rates

Student attainment in Guatemalan schools is worryingly low. A MINEDUC report from 2017 indicates that only 32% of graduates pass the national standardized exam in Reading Comprehension and only 10% pass the exam in Maths.<sup>iii</sup> Additionally, school dropout rates in Guatemala have been alarming. 24% of students drop out of school after completing primary education, 18% of those remaining will drop out during middle school, and 32% drop out after completing middle school.<sup>iv</sup> This means that only 62% of students who are in the last grade of primary school in Guatemala will likely reach the last year of middle school, the minimum educational level required by law.

A growing body of work suggests that school management quality is an important determinant of student performance.<sup>v,vi,vii,viii</sup> However, fieldwork conducted in May and

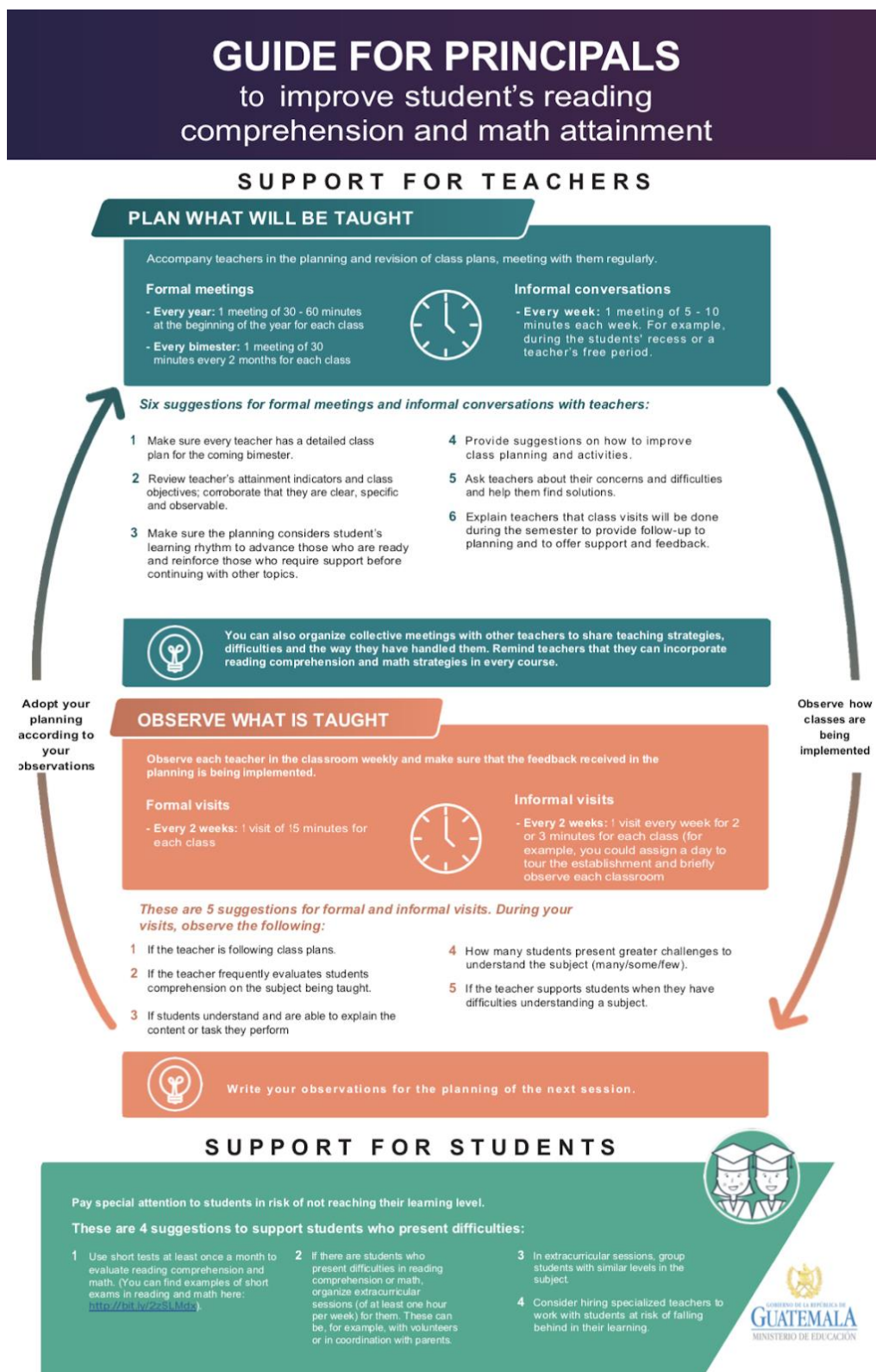
September 2018 by BIT and MINEDUC supports that it is common that school principals in Guatemala are not adequately prepared for their role. For instance, conversations held with different principals and teachers showed that principals receive minimal training and do not spend enough time supporting teachers or providing feedback on lesson plans or teaching practices.

## 03 / Intervention

The aim of this trial was to improve school management by providing principals with simple, comprehensive ‘rules-of-thumb’ management guidance. The guidance focused on how and when principals should plan lessons with teachers, observe classes, and how to provide teachers with actionable feedback.

The intervention was inspired by the work of Roland Fryer, which shows that school management can have a crucial effect on student performance, and that interventions that train principals in some basic management practices (including training on lesson planning, data-driven instruction, and teacher observation and coaching) improve scores on standardised maths and tests by at least 0.08 standard deviations.<sup>ix</sup> Our intervention was very light-touch compared to those implemented by Fryer: we conducted one training session with principals, where Fryer’s intervention featured 300 hours of training. We also distilled key elements of the guidance included in Fryer’s curriculum to a small number of ‘rules of thumb’ guidance. ‘Rules of thumb’ refer to simplified advice or general principle that can be easily applied and followed. In essence, the guidance focused on how and when principals should plan lessons with teachers, observe classes, and provide teachers with actionable feedback.

Figure 4: Rules of thumb poster for principals



We designed an intervention that included four components:

- **‘Rules of thumb’ poster:** a wall poster that visualizes ‘rules of thumb’ guidance that principals should use to improve their school management practices. The guidance included how often principals should meet with teachers to plan lessons, how often principals should observe teachers in the classroom, and what these sessions should include. The poster also included guidance for supporting struggling students. We based the design of the poster on the work of Fryer and others, which suggests that school management can have a crucial effect on student performance.<sup>x</sup>
- **Implementation checklist:** a sheet with checklists for each planning and observation session the principal should be conducting over the course of the year. Checklists are a method to make following certain actions easier and have been found to increase compliance, for instance in a BIT project to increase online license plate renewals.<sup>xi</sup> For each session, there were check-boxes that the principal can use to indicate whether the session took place and whether the session achieved each of the suggested outcomes on the poster.
- **Introductory letter from the Minister of Education:** an introductory letter from the ministry explaining how to use the poster and implementation checklist, emphasizing the importance of doing so. The importance of the choice of messenger to inspire a desired set of actions has been well documented.<sup>xii</sup> BIT has included key messengers in previous projects, using the UK Chief Medical Officer’s signature on a letter that successfully reduced over prescription of antibiotics,<sup>xiii</sup> and an exclusive letter from a respected figure in the education system alongside

encouragement from peers has been shown to increase applications and appointments for leadership roles in education in the UK<sup>xiv</sup>.

- **Introductory session:** representatives from DIGEDUCA convened principals in groups of about 50 to distribute the above materials and led a session on how to use the materials and why implementing the ‘rules of thumb’ is important, as well as answering principals’ questions. Annex 1 shows some of the sessions led by DIGEMOCA and DIGEDUCA staff.

These four components were designed in close collaboration with the Ministry of Education and went through a series of tests and revisions. Along with DIGEDUCA, we elaborated initial drafts of the poster, checklist and intro letter based on early fieldwork. We then conducted focus groups with principals in different regions of the country to get feedback on the content and design of the documents.

Once we decided on the content and structure of the posters, checklist and intro letter, DIGEDUCA staff worked on the design of the documents, which was based on DIGEDUCA’s standard graphics and included the Ministry’s logo.

When the documents were ready, DIGEDUCA and DIGEMOCA coordinated introductory sessions in different areas of the country. BIT helped with the design of the workshop, created a guide to be followed during the introductory sessions and helped with the design of the presentations.

## 04 / Trial design and implementation

### Randomisation

This trial was a two-arm, cluster-randomised controlled trial. The randomisation was conducted at the principal level, with outcomes measured at the student and teacher level.

## Sample

There is a total of 4,124 schools in Guatemala that are categorised as Diversificado (High School), with a total of 2,892 principals responsible for one or more of these schools. The principals of 11 top performing schools were excluded from the sample at the request of the Ministry.

This trial’s sample consisted of principals from schools at the Diversificado level, including both urban and rural areas throughout the country. Around 90% of these schools were urban while a 10% were rural. 74% of schools were private schools, 21% public schools, and 5% quasi-public (municipal or cooperative).

Principals in the sample were automatically enrolled into the treatment and control groups. Principals that were assigned to the treatment group received the materials and introductory session from the Ministry.

## Outcomes

### *Teacher level survey outcomes*

We measured the effect of the intervention on the frequency and quality of principals’ school management practices. To do this, we surveyed teachers from each school at the end of the school year about management practices in their school (i.e. by their principal). The two primary outcomes in this survey were the frequency of formal planning sessions and frequency of classroom observations by principals. Secondary outcomes included whether principals spoke to teachers about their teaching, helped them to set class objectives, helped them to adapt their teaching to the level of students, and helped them provide support to students with difficulties. We also measured whether teachers find their own work rewarding and whether they find their work exhausting.

### *Student exam and dropout data*

Student achievement was measured using the maths and reading diagnostic exams administered yearly by DIGEDUCA in June. These exams show the scores of students in maths and reading comprehension of

graduating students. For this trial, we analysed a calculated average score of both exam scores (primary), pass rates (secondary), and subject exam scores (secondary). The exam data allowed us to measure student achievement in a standardised way across schools. We also analysed school level dropout rates from DIPLAN’s student tracking system as a secondary measure of student persistence, however we could not track student attendance which was not standardised.

## Implementation challenges

It was expected that during the course of the year, some principals would change schools or professions. We were unable to capture which principals changed schools, and thus, principals that received the training and the ‘rules of thumb’ and then changed school may affect our results. We would expect this to make the project look less effective than it actually was, if anything.

Additionally, we had pre-specified the teacher surveys at the school level, with one response per school. However, the data we received had multiple responses for some schools where more than one teacher attended the workshop. School code was available for all observations. We randomised at the principal level because a number of principals oversee more than one school.

Finally, some principals from treatment groups did not attend the workshop where the poster and implementation checklist were given and explained. For these principals (16.7% of those in the treatment group) the materials were sent directly to the school address of the principal. There is a risk that these principals did not understand the ‘rules of thumb’ as well as those who attended the sessions. These principals were still considered for analysis. Again, this would bias the results downward, if anything.



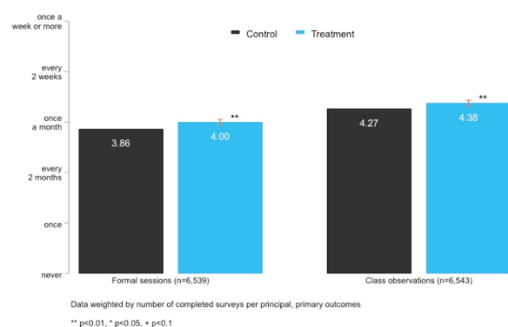
## 05 / Main findings

We find that the 'rules of thumb' intervention increased the frequency and quality of school management practices by principals. These changes in turn increased the job satisfaction of teachers. They did not, however, translate into an impact on student attainment in maths or reading.

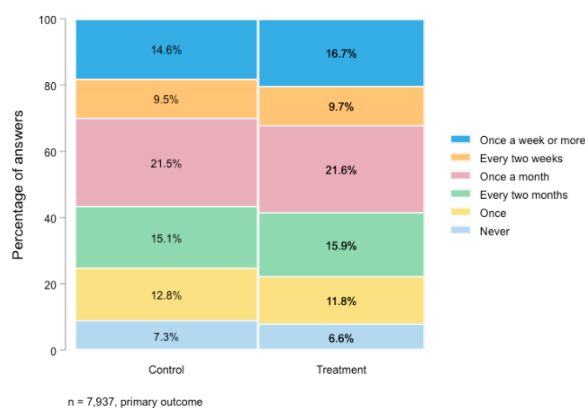
### Frequency of management practices by principals

Principals in the treatment condition conducted important school management procedures more often. The figures below show how the intervention significantly increases the frequency of formal planning sessions and class observations conducted by principals (as reported by teachers). The guidance resulted in an increase of 2.3 percentage points in the proportion of principals who were reported to conduct formal planning sessions every two weeks or more over a baseline of 24.1% (a 10% increase). We also find an increase of 2.0 percentage points in the proportion of principals who observed classrooms every two weeks or more over a 36.1% baseline (a 6% increase).

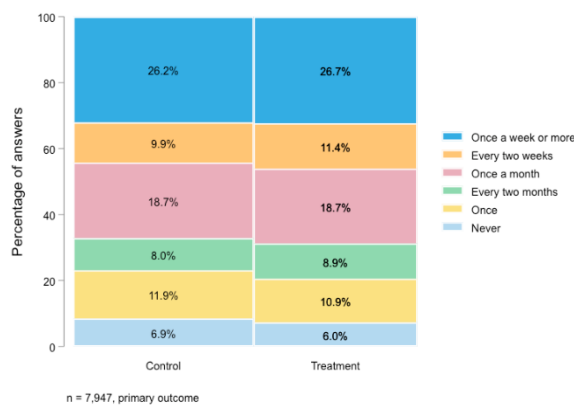
**Figure 5:** Effect of treatment on frequency of formal sessions and class observations



**Figure 6:** Proportion of answers in each survey scale item for formal session by trial arm



**Figure 7:** Proportion of answers in each survey scale item for class observations by trial arm

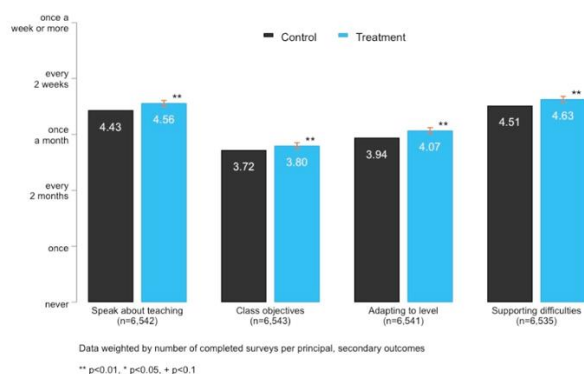


### Quality of management practices by principals

The quality of school management, as measured by frequency of key interactions between principals and teachers, improved across the board. Teachers in the treatment groups were more likely to be spoken to about teaching, be helped to set class objectives, adapt their teaching to the level of students, and provide support to students with difficulties. The figure below shows that the intervention had a measurable effect on a

fairly broad set of management quality indicators, reflecting how the guidance successfully improved the frequency of advice and feedback given by principals when they interacted with teachers.

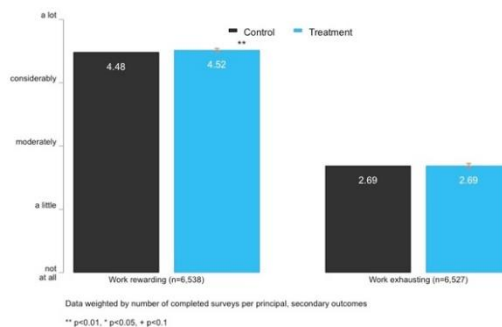
**Figure 8:** Effect of treatment on teacher survey outcomes relative to raw control mean



### Teacher job satisfaction

The teacher survey also explored teacher wellbeing. The results show that the intervention caused a small increase in how rewarding teachers find their work. There is no effect on how exhausting they find it. These results suggest that the improvements in frequency and quality of management practices increased the job satisfaction of teachers while not increasing their level of exhaustion. This result is remarkable, since the intervention was relatively light touch and it is conceivable that teachers might have balked at increased management measures, and classroom observations in particular. The fact that teachers in the treatment group found their work to be slightly more rewarding suggests that improving management practices is mutually beneficial for principals and teachers.

**Figure 9:** Effect of treatment on secondary teacher survey outcomes relative to raw control mean

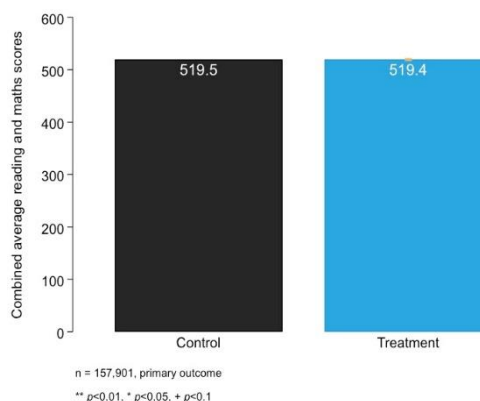


### Student test scores and dropout rates

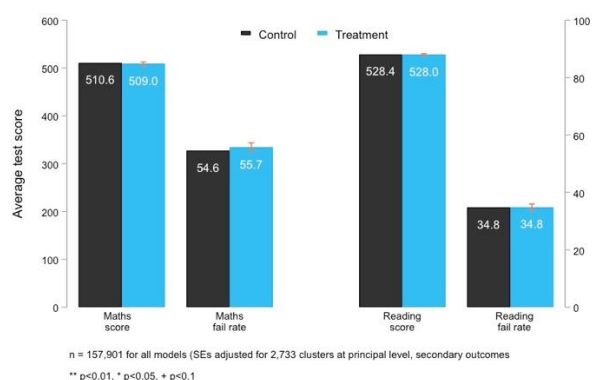
The improvements in the management practices of principals we found in our analysis, however, did not translate to an increase in students' maths or reading scores. Figure 10 below shows the effect on these combined scores, and Figure 11 shows the impacts on scores and fail rates of each exam. All measures show no impact from the intervention.

While the intervention did not have a statistically significant effect on the dropout rate of students, the results do show an increase of 0.47 percentage points (an increase of nearly 8%), which would be a meaningful change if not caused by chance. Thus, we recommend further research into whether the intervention could increase dropout rates but cannot identify any plausible mechanisms for why this would occur with better management and teaching practices.

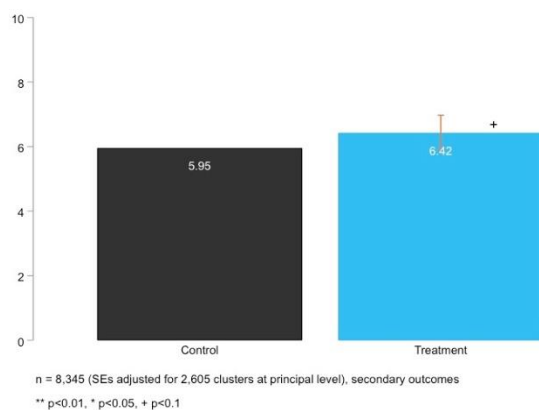
**Figure 10:** Effect of treatment on combined math and reading score relative to raw control mean



**Figure 11:** Effect of treatment on math and reading scores and failure rates relative to raw control mean



**Figure 12:** Effect of treatment on dropout rates relative to raw control mean



a one-off. We recommend testing and implementing a version with more hands-on support and feedback. Principals may need more substantial instruction or to have more tangible feedback loops on the quality of their management to meaningfully affect the performance of their students. This could be incorporated by Ministry staff conducting follow-up visits to schools to provide implementation support and advice to principals. This additional support would also incentivise principals to implement the guidance as they know they will be visited by Ministry staff.

- Principals could be more effective managers if they had additional tools to incentivise teachers. Our fieldwork found that most principals cannot recognise good performance by teachers and also have a limited influence on teachers being re-hired. If principals could recognise teachers based on their effort or student performance, this could be used to incentivise teachers to follow the advice and feedback given by them during planning sessions.

### Explore other issues affecting student performance

The issues affecting student performance in Guatemalan schools are large and wide-ranging. We recommend that the Ministry tests interventions targeting other issues affecting student performance.

- Improve teaching quality:** Improving school management will only have a limited effect on teaching quality. Providing teachers with better training, more support, and more robust feedback loops, among other measures, could improve teaching quality and student performance.
- Provide recognition to students:** Early fieldwork suggests that many students do not take the Diagnostic Exam seriously, resulting in poor preparation and practice on reading

## 07 / Recommendations

The 'rules of thumb' guidance improved the frequency and quality of management practices by principals as well as teacher job satisfaction. For this reason, we recommend for it to be scaled across the country to all principals and incorporated into regular ongoing support for principals.

Given that the intervention did not translate to improved student test scores, we recommend that the Ministry also test higher-intensity versions of the intervention which include additional support and feedback for principals:

- In this project, the 'rules of thumb' introductory session for principals was

and math. The Ministry should consider providing additional incentives for students to prepare for and do well on the test. For instance, assigning a score to the exam or providing recognition (e.g. exam certification)<sup>xv</sup> could lead to higher scores. The Ministry could also offer students additional support to prepare for the test.<sup>xvi</sup>

- **Engage parents:** Our results suggest that the 'rules of thumb' for principals seem to have no effect on student dropout rates. We recommend exploring other potential solutions such as engaging parents to increase student performance and reduce dropout rates. There is some evidence to suggest that student performance can be improved by providing more support to students and engaging their parents proactively.<sup>xvii</sup>
- **Leverage supervisors:** Early fieldwork suggested that school supervisors are not proactively supporting schools and lack guidance from the Ministry. We recommend exploring ways in which supervisors can regularly make in-depth visits to schools and support principals. For instance, the Ministry could potentially target school visits on the basis of dropout rates or exam scores.

Lastly, given the results also show an increase in the student dropout rate, although that increase is not statistically significant, we recommend further research into whether this type of intervention could increase dropout rates, and suggest the Ministry monitor this closely for any future initiatives.

## 08 / Capacity building

The 'rules of thumb' trial raised particular interest from MINEDUC staff on behavioural insights and its application within public policy. We interviewed Alan Palala, Coordinator of the Outreach Unit, who has worked with us from the beginning and has led the projects within DIGEDUCA.

### Alan Palala, Outreach Unit Coordinator

During our interview, Alan expressed that different people and entities have been positively surprised with the 'rules of thumb' trial. First, the team learned about BIT's methodology. *"Everyone is very excited about how a simple, yet well thought-out intervention had such a huge impact."*

Alan explained that BIT's methodology has transformed the way they propose and evaluate interventions within DIGEDUCA. *"As an office, we have adopted a more evidence-based approach."* He explained that working on these projects has made the team question their established processes and interventions and seek to apply behavioural science and evidence-based intervention to a greater degree.

Similarly, the projects have motivated MINEDUC staff who were involved in the implementation process. *"The departments' implementing staff say that, since the project's implementation, they've observed a change in people... they are very excited to follow up on the project this year."*

Finally, Alan mentioned MINEDUC authorities have been very satisfied with our trials. *"The people to whom we have presented the 'rules of thumb' trial have been impressed at the coverage we had in just one fieldwork week."* This has increased interest in following up with trials, scaling and exploring new proposals.

## 09 / Conclusion

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The work of Fryer and others suggests that school management can have a crucial effect on student performance.<sup>xviii</sup> However, until now, interventions that have been tested to improve management practices have been relatively resource- and time-intensive (for example, Fryer's intervention entailed 300 hours of training for participating principals). In this project, we trialled an intervention with a much lower level of intensity, which included only materials with 'rules of thumb' guidance and a single introductory training session.

We found that this 'rules of thumb' guidance was successful at increasing positive management practices by principals in Guatemalan schools. Principals increased the frequency of planning sessions with teachers and how often they observed them teaching.

Our results show an increase in the quality of school management that manifests itself across a broad range of indicators on interactions between teachers and principals. Teachers in the treatment groups reported that principals provided support more frequently, including talking to them about teaching, helping them set class objectives, helping them adapt their teaching to the level of students, and providing support to students with difficulties. Teachers were also more likely to report that they find their work rewarding. However, while we see an impact on the behaviour of principals, student attainment did not change.

The results of this project are very promising, and we recommend that the Ministry scale up the intervention and iterate on its design to improve it. If feasible, we would recommend increasing the feedback and support that principals get when implementing the guidance. Principals themselves would likely benefit from more planning sessions, observations and feedback from Ministry officials, much as teachers benefit from the same supports from their principals.

# Annex

## Annex 1: Introductory letter from the Ministry (Spanish)



Guatemala, enero de 2019  
Oficio XX/2019 Dgeduca

Director **Esteban Rodrigo Ramírez Pérez**  
Centro Educativo "El ejemplo educativo" 00-01-2032-46 Avenida la Reforma, 8-60, zona 9,  
Ciudad Capital

**Por favor revise los consejos en la guía adjunta y planifique cómo los implementará.**

Estimado director **Ramírez**:

Reciba un cordial saludo del Ministerio de Educación. Su establecimiento educativo ha sido elegido para participar en la iniciativa «IMPULSO», con la cual se busca apoyar en la gestión de su centro educativo, para mejorar el aprendizaje de sus estudiantes y reducir la deserción en el ciclo diversificado. Esta iniciativa incluye dos recursos que esperamos que le sean de utilidad:

1. Guía para directores sobre cómo ayudar a los docentes a planificar sus clases y observar cómo se está enseñando.
2. Una lista de cotejo para llevar el registro de las planificaciones con los docentes y las observaciones en el aula.

Sus decisiones pedagógicas como director deberían basarse en la observación de las clases y las notas de los estudiantes. Esto permitirá que apoye a los docentes y estudiantes que más lo necesiten.

Lo invitamos a que revise cada uno de los consejos y empiece a usar la lista de cotejo para sus reuniones con profesores. Queremos asegurar que los estudiantes están desarrollando las habilidades básicas en comprensión lectora y matemática, fundamentales para su formación educativa. Aunque no todos los estudiantes alcanzan el nivel de desempeño satisfactorio en las pruebas de graduandos del Mineduc, buscamos que año con año más estudiantes alcancen el logro y que los docentes y jóvenes de su establecimiento sean parte de esta mejora continua. El Mineduc estará pendiente de estos resultados y reconocerá individualmente a los centros educativos que tengan los mayores avances.

Recomendamos que haga una planificación sobre cómo implementará estos consejos durante el año escolar 2019 y comparta las ideas con su equipo. A su vez, sugerimos que tenga una reunión con los docentes de su establecimiento educativo para mostrarles estas recomendaciones, explicarles por qué es importante la observación en el aula y resaltar que el objetivo de esta iniciativa es apoyar a ellos para ayudar a los estudiantes a que continúen con sus estudios. Esperamos que las acciones que implemente contribuyan a su liderazgo y resulten en una mejora en la calidad educativa.

Para más información sobre este proyecto, puede comunicarse al tel. 2334-0511 ext. 4; al correo electrónico: [evaluación@mineduc.gob.gt](mailto:evaluación@mineduc.gob.gt) o con el enlace de Dgeduca en la Dirección Departamental de Suchitepéquez al correo [prueba@mineduc.gob.gt](mailto:prueba@mineduc.gob.gt).

Atentamente,

Dr. Oscar Hugo López Rivas  
**Ministro de Educación**

cc: Lic. Fulano, Director Departamental de Educación de Suchitepéquez.

## Annex 2: Introductory letter from the Ministry (English translation)



Guatemala, January 2019  
Oficio XX/2018 Digeuca

Principal **[Name]**  
School "[School name]" [Address]

**Please review the rules of thumb suggested in the attached guide and plan how you will implement them**

Dear Principal **[Name]**:

Greetings from the Ministry of Education. Your school has been chosen to participate in the "IMPULSO" initiative, which seeks to support the management of your school with the aim of improving student learning and reducing dropout rates in Middle School. This initiative includes two resources that we hope you find useful:

1. A guide of recommendations for principals about how to help teachers plan their classes and observe what is being taught.
2. A checklist to keep track of your planning sessions with teachers and class observations.

Your teaching decisions as a director should be based on class observations and student grades. This will allow you to support the teachers and students who need you the most.

We invite you to go over every recommendation and start using the checklist to keep track of your meetings with teachers. We want to ensure that students are developing the basic skills in reading comprehension and mathematics, which are fundamental for their educational training. Although not all students will pass the Ministry's standardized test, we seek to improve the results year after year and want the teachers and young people of your establishment to be part of this continuous improvement. The Ministry will monitor these results and will individually recognize those schools that show the greatest improvements.

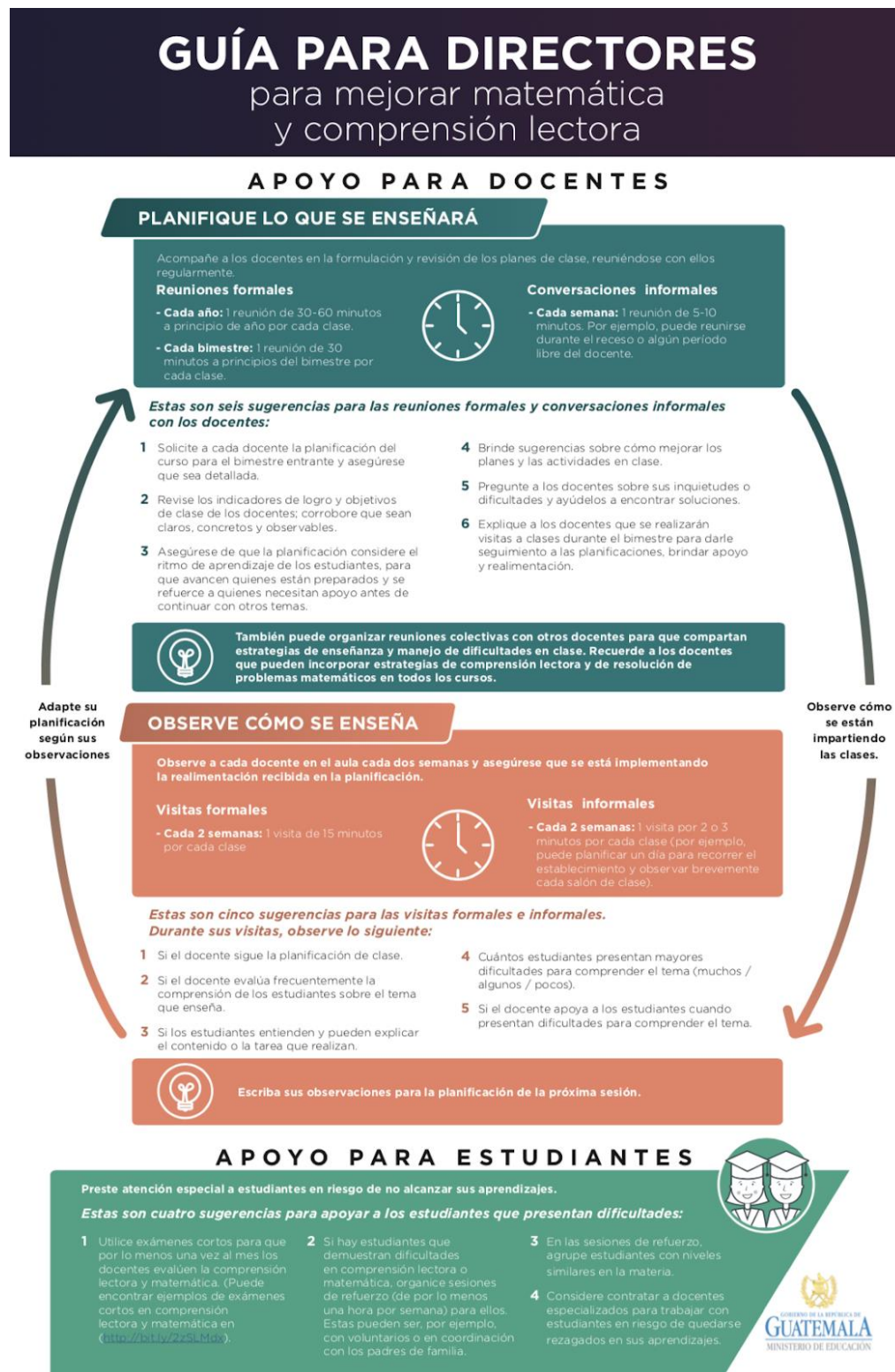
We recommend that you plan how you will implement these recommendations during the 2019 school year and share your ideas with your team. Furthermore, we suggest you hold a meeting with the teachers in your school to show them the recommendations, explain to them why it is important that you observe their teaching, and emphasize that this initiative is meant to help them help their students continue their studies. We hope that the actions you implement will contribute to your leadership and result in an improvement in the quality of education.

For more information about this project, you can contact us at Tel. 23340511 ext. 4 or at [evaluación@mineduc.gob.gt](mailto:evaluación@mineduc.gob.gt).

Sincerely,

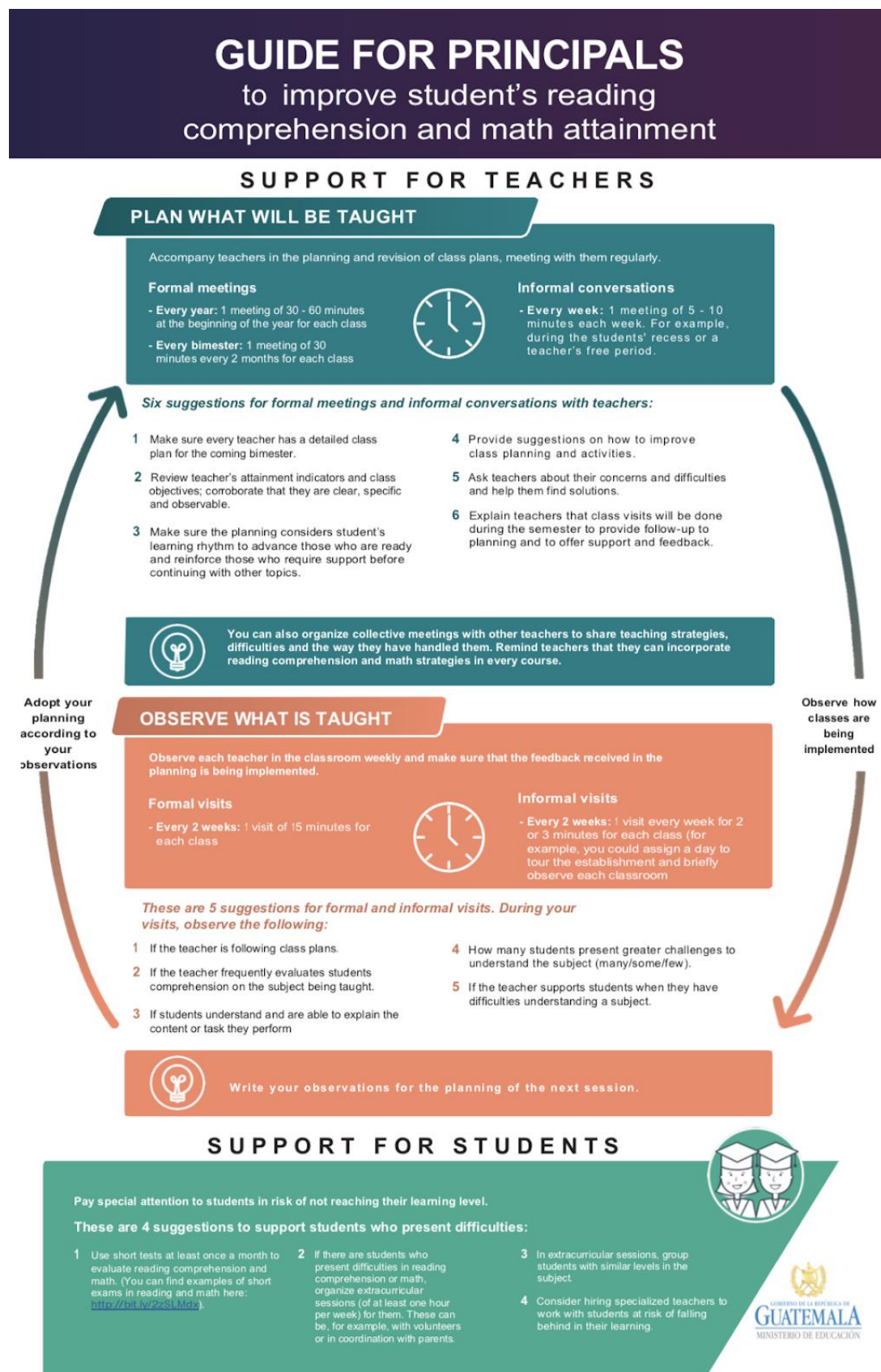
Ministry of Education

### Annex 3: 'Rules of thumb' poster (Spanish version)





## Annex 4: 'Rules of thumb' poster (English translation)



**Annex 5: Checklist (Spanish version)**

# Lista de cotejo para directores

**Nombre del director** \_\_\_\_\_

**Instrucciones**

**Esta lista es para su uso**

1. Haga una copia de esta lista en blanco por cada clase
2. Llene los cuadros de la lista de cotejo para cada actividad descrita en la guía
3. Llene los campos en la segunda página con sus observaciones y recomendaciones
4. Mantenga estas copias como un registro de la planificación y las observaciones que se han realizado para cada clase

**Nombre del docente** \_\_\_\_\_

**Clase que imparte:** \_\_\_\_\_

*(Llene 1 formulario por cada clase)*

**Planifique lo que se enseñará**

	Principio del año	Bimestre 1	Bimestre 2	Bimestre 3	Bimestre 4
<b>Reunión de planificación #:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Reunión hecha:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Durante las reuniones, asegúrese de que:</i>					
1.El docente tiene una planificación detallada del curso.					
2.Los indicadores de logro u objetivos de las clases son claros, concretos y observables.					
3.El docente tiene un plan para apoyar a los estudiantes que presentan mayor dificultad en comprender los temas de clase.					
4.El docente tiene planes concretos para adaptar el material al nivel de los estudiantes.					
5.El docente menciona sus inquietudes o dificultades.					
6.Las actividades a desarrollar incluyen estrategias para la comprensión lectora y resolución de problemas matemáticos.					
7.El docente recibió mis sugerencias sobre cómo mejorar los planes y las actividades en clase.					

**Observe cómo se enseña**

	Bimestre 1				Bimestre 2				Bimestre 3				Bimestre 4			
<b>Semana:</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>7</b>
<b>Reunión hecha:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Durante sus visitas, observe si:</i>																
1.El docente está siguiendo la planificación de clase.																
2.El docente evalúa frecuentemente la comprensión de los estudiantes sobre el tema que enseña.																
3.Los estudiantes entienden y pueden explicar el contenido o la tarea que realizan.																
4.El docente apoya a los estudiantes cuando presentan dificultades para comprender el tema de clase.																



**Firma del director**  
*(para firmar a fin de año)* \_\_\_\_\_

## Annex 6: Checklist (English translation)

# Checklist for Principals

Principal's name \_\_\_\_\_

### Instructions

**This list is for your use**

1. Make a blank copy of this list for every class
2. Fill in the boxes for every activity described in the Rules of Thumb Guide.
3. Fill in the blank spaces in the next page with observations and recommendations
4. Keep these copies as a record of your class planning and observations.

Teacher's name: \_\_\_\_\_

Class: (fill one for each class) \_\_\_\_\_

### Plan what will be taught

Planning meeting #: Meeting successful:	Beginning of year	Bimester 1	Bimester 2	Bimester 3	Bimester 4
	1	2	3	4	5
<i>During meetings, ensure that:</i>					
1. The teacher has a detailed course plan for the bimester:					
2. The objectives of the class are clear, concrete and observable.					
3. The teacher has a plan to assist students who present difficulties to understand class topics.					
4. The teacher has a concrete plan to adapt the material to the level of the students.					
5. The teacher mentioned their concerns or difficulties.					
6. The activities to be developed include strategies for reading comprehension and solving mathematical problems.					
7. The teacher received my suggestions on how to improve planning and class activities.					

### Observe how it is taught

Week:	Bimester 1				Bimester 2				Bimester 3				Bimester 4			
	1	3	5	7	1	3	5	7	1	3	5	7	1	3	5	7
<i>During your visits, notice if:</i>																
1. The teacher is following class planning.																
2. The teacher frequently assesses students' understanding of the subject they teach.																
3. Students understand and can explain the content or the task they perform.																
4. The teacher supports students when they have difficulty understanding the class topic.																



Principal's signature  
(sign at the end of the year) \_\_\_\_\_

**Annex 7: Photos of introductory sessions**



## Notes

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- i MINEDUC (2018):  
[http://www.mineduc.gob.gt/digeduca/apps/ResultadosEvaluacion2006/establecimientos\\_2011\\_2017/3301-3400/3301-3400\\_Parte8.pdf](http://www.mineduc.gob.gt/digeduca/apps/ResultadosEvaluacion2006/establecimientos_2011_2017/3301-3400/3301-3400_Parte8.pdf)
- ii Fryer Jr, R. G. (2017). Management and student achievement: Evidence from a randomized field experiment (No. w23437). National Bureau of Economic Research.
- iii MINEDUC (2018):  
[http://www.mineduc.gob.gt/digeduca/apps/ResultadosEvaluacion2006/establecimientos\\_2011\\_2017/3301-3400/3301-3400\\_Parte8.pdf](http://www.mineduc.gob.gt/digeduca/apps/ResultadosEvaluacion2006/establecimientos_2011_2017/3301-3400/3301-3400_Parte8.pdf)
- iv Adelman, M., Haimovich, F., Ham, A., & Vazquez, E. (2017). Predicting School Dropout with Administrative Data: New Evidence from Guatemala and Honduras. World Bank Policy Research Working Paper, 8142. Retrieved from <https://openknowledge.worldbank.org/bitstream/handle/10986/27645/WPS8142.pdf?sequence=1>
- v Bloom, N., Lemos, R., Sadun, R., & Van Reenen, J. (2015). Does Management Matter in schools? *The Economic Journal*, 125(584), 647–674.
- vi Dobbie, W., & Fryer Jr, R. G. (2013). Getting beneath the veil of effective schools: Evidence from New York City. *American Economic Journal: Applied Economics*, 5(4), 28-60.
- vii Fryer Jr, R. G. (2014). Injecting charter school best practices into traditional public schools: Evidence from field experiments. *The Quarterly Journal of Economics*, 129(3), 1355-1407.
- viii Fryer Jr, R. G. (2017). Management and student achievement: Evidence from a randomized field experiment (No. w23437). National Bureau of Economic Research.
- ix Fryer Jr, R. G. (2017). Management and student achievement: Evidence from a randomized field experiment (No. w23437). National Bureau of Economic Research.
- x Fryer Jr, R. G. (2017). Management and student achievement: Evidence from a randomized field experiment (No. w23437). National Bureau of Economic Research.
- xi Behavioural Insights Team (2016). 2015-2016 Update Report.
- xii Wilson, E.J., Sherrell, D.L. (1993). Source effects in communication and persuasion research: A meta-analysis of effect size. *Journal of the Academy of Marketing Science*, 21, 101.
- xiii Pinder, R. J., Berry, D., Sallis, A., & Chadborn, T. (2015). Antibiotic prescribing and behaviour change in healthcare settings: literature review and behavioural analysis.
- xiv Behavioural Insights Team (2018). Can behaviourally informed communications increase applications, and appointments, to System Leadership Roles?
- xv <https://medium.com/ednavigator/honors-packets-3d928b27953c>
- xvi In 2020, BIT supported DIGEDUCA on a partner-led trial that aimed to increase student's performance on Reading and Math by providing access to an online platform with tutorials and exercises.
- xvii <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents/>
- xviii Fryer Jr, R. G. (2017). Management and student achievement: Evidence from a randomized field experiment (No. w23437). National Bureau of Economic Research.