

STANDARD SECTOR INDICATOR CODE: ED-030-B	Teachers: Communities of Practice - Number of teachers, out of the total number of teachers the Volunteer worked with, who engaged in teacher communities of practice in new ways. (ED-030-B)	
EDUCATION SECTOR	Sector Schematic Alignment Project Area: NA Project Activity Area/Training Package: ED Sector Indicators	
Type: Outcome	Unit of Measure: Teachers	Disaggregation: Sex: Male, Female
<p>Definitions:</p> <p>Communities of Practice— a group of people who share a craft and/or a profession. Through a process of sharing information and experiences within the group or across individuals (i.e., peer-to-peer sharing), individuals learn from each other, and have an opportunity to develop themselves personally and professionally Etienne Wenger. <i>“Communities of Practice: A Brief Introduction.”</i> Accessed May 18, 2012. http://www.ewenger.com/theory/</p> <p>Teacher Communities of Practice include but are not limited to – reflecting on experience to change teaching practices, “talking shop about teaching” (talking about how you teach), increased amounts of time or occasions of co-teaching and co-planning, more informal teacher professional development sessions, more formal professional development events (such as conferences and workshops), presenting or co-presenting at conferences, reading more articles on teaching or language learning, participating more often or more fully in extracurricular activities for boys and girls (clubs, competitions, model U.N), engaging more frequently in mutual peer observation of teaching, or joining a new teacher association and/or participating more actively (or in new ways) in the leadership of a teacher association. Communities of practice can be formal or informal.</p> <p>Examples of engaging in “new ways”— joining a community of practice for the first time; participating more actively as compared to the past; taking on new or different leadership responsibilities; motivating others to be a part of the community of practice; participating in a different manner than in the past</p>		
<p>Rationale: An increase in the number of teachers participating in communities of practice will improve their teaching and develop professionally.</p>		
<p>Measurement Notes:</p> <ol style="list-style-type: none"> Sample Tools and/or Possible Methods (for Peace Corps staff use): Volunteers should use data collection tools to measure progress against project indicators. A data collection tool to measure this indicator could be based on one of the following methods—observation, interview—though there may be other data collection methods that are appropriate as well. For more information on the suggested methods, please see Appendix I in the MRE Toolkit. Also be sure to check this link on the intranet page as sample tools are regularly uploaded for post use. Once a tool has been selected and/or developed for the post, staff should have a few Volunteers and their partners pilot it, and then distribute and train Volunteers on its use. General Data Collection for Volunteer Activities: All Volunteer activities should be conducted with the intention of achieving outcomes—knowledge change (short-term), skills demonstration (intermediate-term), and behavioral changes (intermediate to long term) as defined by the progression of indicators within the objectives of a project framework. The progression of measurement for all Volunteer activities should begin with baseline 		

data being conducted prior to the implementation of an activity (or set of activities), followed by documenting any outputs of the activities and then later at the appropriate time, measurements of specific outcomes (see “Frequency of Measurement”).

- 3. Activity-Level Baseline Data Collection:** Activity-level baseline data should be collected by Volunteers/partners before or at the start of their activities with a teacher or group of teachers. It provides a basis for planning and/or assessing subsequent progress or impact with these same people. Volunteers should take a baseline measurement regarding the outcome(s) defined in this data sheet. Volunteers should collect baseline information early in their work with teachers, and may use their judgment to determine timing because the information will be more accurate if the Volunteer has built some trust with the teachers first. The information for the baseline measurement will be the same or very similar to the information that will be collected in the follow-on measurement (see “Frequency of Measurement”) after the Volunteer has conducted his/her activities and it is usually collected using the same data collection tool to allow for easy management of the data over time.

Because Volunteers are expected to implement relevant and focused activities that will promote specific changes within a target population (see “Unit of Measure”), taking a baseline measurement helps Volunteers to develop a more realistic snapshot of where teachers within the target population are in their process of change instead of assuming that they are starting at “0.” It also sets up Volunteers to be able to see in concrete terms what influence their work is having on the teachers they work with during their service. Please note that data collection is a sensitive process and so Volunteers will not want to take a base line measurement until they have been able to do some relationship and trust-building with the person/people the Volunteer is working with, and developed an understanding of cultural norms and gender dynamics.

- 4. Frequency of Measurement:** For reporting accurately on this outcome indicator, Volunteers must take a minimum of two measurements with teachers of the target population reached with their activities. After taking the baseline measurement (described above), Volunteers should take at least one follow-on measurement with the same teacher(s), typically after completing one or more activities focused on achieving the outcome in this indicator and once they have determined that the timing is appropriate to expect that the outcome has been achieved. Once Volunteers have measured that at least one teacher has achieved the indicator, they should report on it in their next VRF.

Volunteers may determine to take more than one baseline and one follow-on measurement with the same teacher (or group of teachers) for the following valid reasons:

- a. Volunteers may want to measure whether or not any additional teachers initially reached with activities have now achieved the outcome in the indicator, particularly for any activities that are on-going in nature (no clear end date);
- b. Volunteers may want to enhance their own learning and the implementation of their activities by using the data collected as an effective monitoring tool and feedback mechanism for the need to improve or increase their activities;
- c. A Peace Corps project in a particular country may choose to increase the frequency of measurement of the indicator and Volunteers assigned to that project will be required to follow in-country guidance.

In all cases, any additional data collection above the minimum expectation should be based on the time, resources, accessibility to the target population, and the value to be gained versus the burden of collecting the data. Following any additional measurements taken, Volunteers should report on any new teachers achieving the outcome in their next VRF.

- 5. Definition of Change:** The minimum change to report against this indicator is any teacher engaging in teacher communities of practice in new ways. The change may be from *no* participation to *some* participation or *some* participation to *more* participation or to a totally new way of participating. If a teacher already participates to some extent in communities of practice activities, then examples of how they might *increase* their participation include spending more time than before in these activities or taking on a leadership role in one or more communities of practice (i.e., serving as the chair versus the secretary, organizing a new professional development event for one's peers).
- 6. General Reporting in the VRF:** The "number achieved" (or numerator) that Volunteers will report against for this indicator in their VRFs is the number of teachers who, as a result of working with the Volunteer, engaged in teacher communities of practice in new ways. The "total number" (or denominator) that Volunteers will report on for this indicator in their VRFs is the total number of teachers who participated in the activities designed to meet this indicator.
- 7. Reporting on Disaggregated Data in the VRF:** This indicator is disaggregated by "Sex." When reporting in the VRF, a Volunteer should disaggregate the teachers who achieved the outcome based on male and female gender.

Data Quality Assessments (DQA): DQAs are needed for each indicator selected to align with the project objectives. DQAs review the validity, integrity, precision, reliability, and timeliness of each indicator. For more information, consult the Peace Corps MRE Toolkit.

Alignment with Summary Indicator: ED TEACHER COMMUNITIES