

Indicator: # of teachers who demonstrate a minimum number of teaching practices for teaching literacy skills to students (ED_LIT_006)

EDUCATION SECTOR



PROJECT AREA: Literacy

Type: Outcome

Unit of Measure: Teacher

Disaggregation: Sex: Male, Female

Outcome Measured: Teachers increase their capacity in teaching literacy skills**Precise definitions**

The Standardized Teacher Observation Checklist lists eight **literacy teaching practices** under Content Area: Literacy Skills Instruction that will be used for this measurement.

Minimum number of teaching practices: Teachers must demonstrate four out of the eight literacy teaching skills listed in the Standardized Teacher Observation Checklist under Content Area: Literacy Skills Instruction.

Data collection

Tool: The Standardized Teacher Observation Checklist used by all Volunteers in the Literacy project area.

Frequency of data collection and tracking:

Time 1 (T1)—Beginning of school year (or intervention): At the beginning of the school year (or intervention), PCVs will observe one literacy class for each teacher they expect to work with over the course of the school year. Record the teacher's name and number of literacy teaching practices demonstrated under the T1 score column in the Teacher Observation Score Tracking Sheet (below). If a teacher demonstrates at least four of the eight literacy teaching practices at T1, *do not* include this teacher in the measurements. This individual already meets the minimum number of teaching practices and should *not be* further recorded on the tracking sheet.

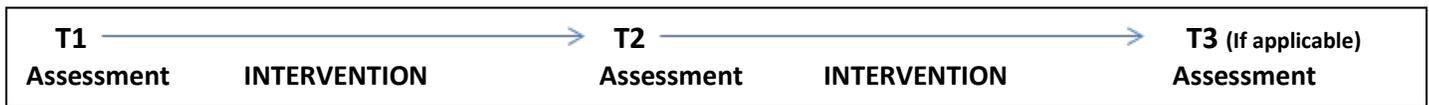
Time 2 (T2)—End of school year: At the end of the school year, PCVs will observe one literacy class for each teacher who meets the minimum requirements described below (see "Who to measure"). Record the number of literacy teaching practices demonstrated under the T2 score column in the tracking sheet.

Time 3 (T3) —End of subsequent school year, if applicable: Some teachers will not demonstrate the minimum number of literacy teaching practices after only one year of work with the Volunteer. If a teacher did not demonstrate at least four of the eight literacy teaching practices at T2 and continued to meet the minimum requirements described below (see "Who to measure"), then PCVs will again observe the teacher's literacy class at the end of the subsequent school year. Record the number of literacy teaching practices demonstrated under the T3 score column in the tracking sheet.

Who to measure: For this outcome measurement, Volunteers should only include teachers they have worked with regularly throughout the school year on one or more of the following activities focused on increasing capacity for teaching literacy skills to students:

1. Facilitate informal or formal communities of practice to share strategies and tips for effective literacy teaching
2. Engage in model literacy teaching and/or peer observation with teachers

3. Co-plan and co-teach with teachers to implement instructional techniques for teaching literacy
4. Develop educational materials and resources to support literacy development and share with teachers
5. Plan and (co-)facilitate teacher workshops on strategies for effective literacy teaching



Reporting

Measuring progress toward the outcome, by sex: A teacher will be considered to have increased his/her capacity in teaching literacy skills if the teacher demonstrates at least four of the eight literacy teaching practices listed in the Standardized Teacher Observation Checklist under Content Area: Literacy Skills Instruction at T2 or T3 (if applicable).

- For all teachers who demonstrated at least four of the eight practices at T2, place a Y in the cell that corresponds to the teacher’s sex in the first Teacher Observation Score Tracking Sheet (below).
- For all teachers who did not demonstrate at least four of the eight practices at T2, place an N in the cell that corresponds to the teacher’s sex.
- Record the sum of all Ys + Ns for each sex in the row titled “TOTAL REACHED” and the sum of Ys only for each sex in the row titled “TOTAL ACHIEVED.” Report both column totals in the VRF.
- If a teacher did not score a 4 or higher at T2, use the second tracking sheet with the T3 column to repeat the observation and reporting process for that teacher at the end of the subsequent school year.
- Record the sum of all Ys + Ns for each sex in the row titled “TOTAL REACHED” and the sum of Ys only for each sex in the row titled “TOTAL ACHIEVED.” Report both column totals in the VRF.

Note: Individual teachers may only be counted once as part of the “TOTAL ACHIEVED” in a Volunteer’s service for this indicator. If the same individual is eligible for measurement for another indicator, he/she may be counted for that indicator according to the guidelines in that indicator’s definition sheet.

How to report missing values: If a teacher does not have a score at T1, *do not* include this teacher in the measurement or on the tracking sheet. If a teacher has a score at T1 but does not have a score at T2, record NA in the final column and do not include this teacher in the totals reported in the VRF.

