

Indicator: # of teachers who demonstrate a minimum number of teaching practices in general teaching skills (ED_LIT_013)

EDUCATION SECTOR



PROJECT AREA: Literacy

Type: Outcome

Unit of Measure: Teacher

Disaggregation: Sex: Male, Female

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

General teaching skills: Defined as (1) classroom organization and management skills and (2) student-centered teaching skills. The Standardized Teacher Observation Checklist lists eight classroom management skills and 12 student-centered teaching skills that will be used for this measurement.

Minimum number of teaching practices: Teachers must demonstrate

1. Three out of the eight **positive classroom culture** skills listed in the Standardized Teacher Observation Checklist.
2. Five out of the 12 **student-centered teaching** skills listed in the Standardized Teacher Observation Checklist.

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 demonstrated (1) classroom organization and management skills and (2) student-centered teaching skills under the T1 score column in the Teacher Observation Score Tracking Sheet (below). If a teacher demonstrates at least three of the eight classroom organization and management skills AND at least five of the 12 student-centered teaching skills at T1, *do not* include this teacher in the measurements. This individual already meets the minimum number of general teaching skills 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 teacher's T2 scores in the tracking sheet.

Time 3 (T3)—End of subsequent school year, if applicable: Some teachers will not demonstrate the minimum number of general teaching skills after only one year of work with the Volunteer. If a teacher who continued to meet the minimum requirements below (see "Who to measure") did not demonstrate at least three of the eight classroom organization and management skills AND at least five of the 12 student-centered teaching skills at T2, then PCVs will again observe the teacher's literacy class at the end of the subsequent school year. Record the teacher's T3 scores 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 in general teaching skills:

1. Facilitate informal or formal communities of practice to share techniques for general teaching skills
2. Engage in model teaching and peer observation with teachers
3. Co-plan and co-teach with teachers to implement general teaching skills
4. Plan and (co-)facilitate teacher workshops on general teaching skills
5. Co-plan with teachers to design, adapt, and more effectively use learning materials
6. Hold teacher training workshops on English language skills



Reporting

Measuring progress toward the outcome, by sex: A teacher will be considered to have increased his/her capacity in general teaching skills if the teacher demonstrates at least (1) three of the eight classroom organization and management skills and (2) five of the 12 student-centered teaching skills listed in the Standardized Teacher Observation Checklist at T2 or T3 (if applicable).

- For all teachers who demonstrated the minimum number of teaching skills 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 the minimum number of teaching skills 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 demonstrate the minimum number of teaching skills 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.

