Peace Corps

Standard Sector Indicator Reference Sheet **ED_MS_061**

Indicator: # of teachers who demonstrate gender-equitable classroom practices (ED_MS_061)

EDUCATION SECTOR **PROJECT AREA:** Math and Science

Type: Outcome **Unit of Measure**: Teacher **Disaggregation:** Sex: Male, Female

Outcome Measured: Teachers increase their use of gender-equitable classroom practices

Precise definitions

Gender-equitable classroom practices: Fair and inclusive practices by teachers who are aware of gender inequities in society and try to mitigate them in the educational setting. These are focused not just on visible gender-related challenges (girls being made to clean the school while boys play) but student performance in general that may be related to gender inequities; these proactive practices create an enabling environment for learning.

The Standardized Teacher Observation Checklist lists 12 **gender-equitable classroom practices** that will be used for this measurement.

Minimum number of classroom practices: Teachers must demonstrate five out of the 12 gender-equitable classroom practices listed in the Standardized Teacher Observation Checklist.

Data collection

Tool: The Standardized Teacher Observation Checklist used by all Volunteers in the Math and Science project.

Frequency of data collection and tracking:

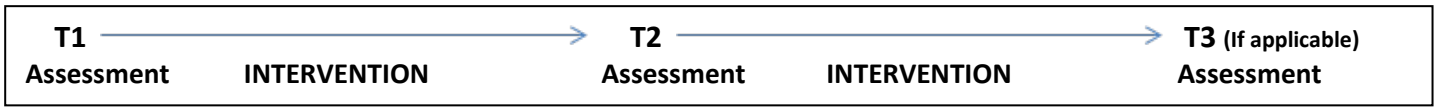
Time 1 (T1)—Beginning of school year (or intervention): At the beginning of the school year (or intervention), PCVs will observe one math or science class for each teacher they expect to work with over the course of the school year. Record the teacher's name and number of gender-equitable classroom practices demonstrated under the T1 score column in the Teacher Observation Score Tracking Sheet (below). If a teacher demonstrates at least five of the 12 gender-equitable classroom practices at T1, *do not* include this teacher in the measurements. This individual already meets the minimum number of gender-equitable classroom 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 math or science class for each teacher who meets the minimum requirements described below (see "Who to measure"). Record the number of gender-equitable classroom 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 gender-equitable classroom practices after only one year of work with the Volunteer. If a teacher did not demonstrate at least five of the 12 gender-equitable classroom practices at T2 and continued to meet the minimum requirements described below (see "Who to measure"), then PCVs will again observe the teacher's math or science class at the end of the subsequent school year. Record the number of gender-equitable classroom 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 the following activity focused on increasing capacity in the use of gender-equitable classroom practices:

1. Guide teachers on the use of techniques for promoting gender equity in the classroom



Reporting

Measuring progress toward the outcome, by sex: A teacher will be considered to have increased his/her capacity in the use of gender-equitable classroom practices if the teacher demonstrates at least five of the 12 practices listed in the Standardized Teacher Observation Checklist at T2 or T3 (if applicable).

- For all teachers who demonstrated at least five of the 12 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 five of the 12 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 five 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.

Teacher Observation Score Tracking Sheet

Outcome: Teachers increase their use of gender-equitable classroom practices

Outcome Indicator: Number of teachers who demonstrate gender-equitable classroom practices

Teacher Name	**T1** **Date_____**	**T2** **Date_____**	**F**	**M**
	SCORE: Gender-equitable classroom practices	**SCORE:** Gender-equitable classroom practices	**Did the teacher demonstrate at least 5 gender-equitable classroom practices (Y or N)?** Note: If the teacher was not assessed after T1, write NA	
TOTAL REACHED (all Ys + Ns) to report in VRF:				
TOTAL ACHIEVED (Ys only) to report in VRF:				

Teacher Observation Score Tracking Sheet

Outcome: Teachers increase their capacity in use of gender-equitable classroom practices

Outcome Indicator: Number of teachers who demonstrate gender-equitable classroom practices

Teacher Name	**T3** **Date_____** **(only applicable if the teacher did not score a 5 or higher at T2)**	**F**	**M**
	SCORE: Gender-equitable classroom practices	**Did the teacher demonstrate at least 5gender-equitable classroom practices (Y or N)?** Note: If the teacher was not assessed after T1, write NA	
TOTAL REACHED (all Ys + Ns) to report in VRF:			
TOTAL ACHIEVED (Ys only) to report in VRF:			