

Indicator: # of teachers who increase their use of English procedural language in a classroom (ED_TEFL_041)

EDUCATION SECTOR



PROJECT AREA: TEFL

Type: Outcome

Unit of Measure: Teacher

Disaggregation: Sex: Male, Female

Outcome Measured: Teachers increase their English proficiency**Precise definitions**

Procedural language: The language used to manage and explain the lesson. Procedural language is used to measure counterpart improvement in English because (1) while procedural language is only one use/context of English, it is one that can be easily observed and measured (both by amount and variety of English used) and because increased use of procedural language scaffolds student learning (and shows students that English can solve real-world communication problems (e.g., a student knows to ask in English class, “could you repeat please?” when s/he hasn’t understood).

Minimum number of classroom procedures conducted in English: Teachers must demonstrate the use of four out of the eight classroom procedures listed in the Standardized Teacher Observation Checklist under the “English Procedural Language” section.

Data collection

Tool: The Standardized Teacher Observation Checklist used by all Volunteers in the TEFL 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 English class for each teacher they expect to work with over the course of the school year. Record the teacher’s name and number of classroom procedures conducted in English under the T1 score column in the Teacher Observation Score Tracking Sheet (below). If a teacher uses at least four of the eight classroom procedures in the “English Procedural Language” section at T1, do not include this teacher in the measurements. This individual already meets the minimum number of procedures 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 English class for each teacher who meets the minimum requirements described below (see “Who to measure”). Record the number of classroom procedures conducted in English under the T2 score column in the tracking sheet.

Time 3 (T3)—End of subsequent school year, if applicable: Some teachers will not use the minimum number of classroom procedures conducted in English after only one year of work with the Volunteer. If a teacher did not use at least four of the eight classroom procedures in the “English Procedural Language” section at T2 and continued to meet the minimum requirements described below (see “Who to measure”), then PCVs will again observe the teacher’s English class at the end of the subsequent school year. Record the number of classroom procedures from the “English Procedural Language” section 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 English proficiency:

1. Engage in informal English learning and conversation practice with teachers
This should include regular contact with the teacher to engage in English conversations (at least five discussions of at least 20 minutes each during a month).
2. Conduct conversation partner sessions with teachers
3. Train teachers on English in a formal setting



Reporting

Measuring progress toward the outcome, by sex: A teacher will be considered to have increased his/her English proficiency if the teacher demonstrates at least four of the eight classroom procedures listed in the Standardized Teacher Observation Checklist in the section “English Procedural Language” at T2 or T3 (if applicable).

- For all teachers who demonstrated at least four of the eight classroom procedures 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 use at least four of the eight classroom procedures 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.

