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| **STANDARD SECTOR INDICATOR CODE:**<br>ED-024-A | **Teachers: General Teaching Practices -** Number of teachers, out of the total number of teachers the Volunteer worked with, who increased their use of student-centered teaching techniques. (ED-024-A) | |
| **EDUCATION SECTOR** | **Sector Schematic Alignment**<br>**Project Area:** NA<br>**Project Activity Area/Training Package:** ED Sector Indicators | |
| **Type:**<br>Outcome | **Unit of Measure**: Teachers | **Disaggregation:**<br>**Sex:** Male, Female |

**Definitions:**

**Student-Centered Teaching Techniques include but are not limited to** – permitting student choice or engaging in additional practices that build classroom trust and respect (e.g., use of humor, asking student opinions, establishing classroom rules together), differentiating learning, varying instructional activities that engage different senses (including hands-on learning), increased time in group work or new grouping strategies, increased ratio of student practice to teacher-fronted instruction, improving the quality of classroom learning activities, adapting and modifying lessons to make them more interactive and/or relevant to student experience and/or academic needs, or reflecting on past teaching experience to make changes to current practice.

**Rationale:** An increase in the number of teachers using student-centered teaching techniques will result in improved student learning.

**Measurement Notes:**

1. **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.

2. **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 baseline 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 <u>after</u> 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 increasing their use of student-centered teaching techniques. The increase may be from *no* use of student-centered techniques to *some* use, or from *some* use to *more* use. If a teacher already uses student-centered teaching techniques, then examples of how they might *increase* their use of techniques might be spending more time than before in these activities or taking on a leadership role in promoting student-centered teaching techniques among his/her 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, increased

their use of student-centered teaching techniques. 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 IMPROVED TEACHERS