Supp-10

Indicator	Supp-10: Percent of educators providing quality classroom instruction with USG support
Definition	**Quality Classroom Instruction:** Classroom instruction refers to the instructional practices used by an educator in a classroom or equivalent non-formal setting to teach learners. Instructional practices include both general classroom instructional practices and subject specific instructional practices. General classroom instructional practices include those that are prevalent in the instruction of all subjects, such as classroom/behavior management practices and the use of tactics (e.g., questioning) to promote critical thinking in learners. Subject specific instructional practices include those that build on general instruction but focus on learning content specific to those subjects (Hill et al. 2008). For this indicator, Missions and Implementing Partners should use existing local standards for classroom instructions where applicable and appropriate. In absence of such standards, Missions and Implementing Partners should establish standards based on local context and relevant activity/project theories of change. Constructs for which standards can be set include, but are not limited to classroom management, lesson structure and facilitation, content understanding, language and discourse, and feedback and assessment. For measurement of quality classroom instruction, Missions and Implementing Partners should use a valid and reliable classroom observation tool to determine if educators are meeting classroom instruction standards. Examples of validated classroom observation tools include the Classroom Assessment Scoring System (CLASS), the USAID Classroom Observation Toolkit for Early Grade Reading Improvement, and the World Bank TEACH tool. The selected tool should be properly adapted to the local language and cultural context.
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	Classroom instruction is central to learning and learner achievement. Literature has noted that instructional quality is related to both cognitive and affective student outcomes (Charalambous et al. 2009, Seidel and Shavelson 2007).
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor a critical dimension of the quality of education programs. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Annual
Data Source(s)	• Official Government Records, if they align with USG activity areas and targeted beneficiaries. • Official Reports from Implementing Partner(s) that include results from primary data collection and analysis using statistically reliable and locally validated measurement tools such as the Classroom Assessment Scoring System (CLASS), the USAID Classroom Observation Toolkit for Early Grade Reading Improvement, and the World Bank TEACH tool.

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Bureau Owner(s)	**Agency:** USAID **Bureau and Office:** DDI/EDU **POC:** Benjamin Sylla; Senior Education Advisor; Center for Education | bsylla@usaid.gov **Technical POC:** Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education | ewalls@usaid.gov
Disaggregate(s)	All school levels: • Number of educators providing classroom instruction, with USG assistance, that meets established standards for quality education (numerator) • Number of educators providing classroom instruction with USG assistance (denominator) Pre-primary: • Number of educators providing classroom instruction, at the pre-primary school level, with USG assistance, that meets established standards for quality education (numerator) • Number of educators providing classroom instruction, at the pre-primary school level, with USG assistance (denominator) Primary: • Number of educators providing classroom instruction, at the primary school level, with USG assistance, that meets established standards for quality education (numerator) • Number of educators providing classroom instruction, at the primary school level, with USG assistance (denominator) Secondary: • Number of educators providing classroom instruction, at the secondary school level, with USG assistance, that meets established standards for quality education (numerator) • Number of educators providing classroom instruction, at the secondary school level, with USG assistance (denominator) Post-Secondary: • Number of educators providing classroom instruction, at the post-secondary school level, with USG assistance, that meets established standards for quality education (numerator) • Number of educators providing classroom instruction, at the post-secondary school level, with USG assistance (denominator) Crisis- or conflict-affected settings[1], all school levels • Number of educators providing classroom instruction in a crisis- or conflict-affected setting, with USG assistance, that meets established standards for quality education (numerator) • Number of educators providing classroom instruction in a crisis- or conflict-affected setting with USG assistance (denominator) [1] Please see the USAID Education Policy for definitions of "conflict-affected" and "crisis-affected." Activities in which only some individuals are affected by crisis or

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	conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict. Although teachers are the unit of observation, the purpose of this indicator is to monitor the quality of the education being delivered rather than educator characteristics. The indicator, therefore, is disaggregated by education system characteristics such as school level, rather than teacher characteristics such as sex.