

Academic Supervision and Mentoring Programme

MECHANISM DOCUMENTS



Balochistan Student Learning Improvement Programme (BSLP)

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Balochistan has made considerable efforts to enhance teacher professional development processes through several completed and ongoing projects. While the efforts have been useful, more concerted progress requires a comprehensive assessment of teacher professional development to inform effective professional development taking various forms including academic supervision, mentoring, and peer learning. The requirement for regular teachers' need assessment as a basis for a comprehensive teachers' Continuous Programme is also highlighted in the Balochistan Education Sector Plan (2020-2025), which recommends the use of a set of teacher competencies to identify as a basis for a baseline study of teacher needs. The Sector plan also emphasizes the provision of school-based academic mentoring and support to supplement the regular teachers' professional development.

Traditionally, the provision of academic supervision and mentoring in elementary schools has been the domain of Learning Coordinators (LCs) within the district. However, over the past two decades, ambiguity regarding their role has led to a decline in the effectiveness of LCs. Instead, the focus has shifted to administrative tasks like monitoring teacher attendance and facilities, neglecting classroom learning processes. While presumably the principals and head teachers could step in to provide the much-needed academic mentoring to teachers, the current cohort has never been prepared for an academic mentoring role. Consequently, there is no effective Academic Supervision and Mentoring Program (ASMP) to respond comprehensively to the requirements of the Balochistan Education Sector Plan.

As such, there is an urgent need to develop an ASMP. Such an ASMP should build on existing structures within the system, to identify and address the instructional improvement needs of all schoolteachers at the primary and middle school levels. Identifying the need to provide systematic and ongoing support to teachers at the school level, the School Education Department (SED), Balochistan, aims to develop an ASMP that focuses on providing ongoing mentoring support to teachers at the school level. The program is developed with the technical support of Global Partnership for Education (GPE), and UNICEF.

This document provides an overview of the development of the Academic Mentoring and Supervision Program (ASMP) and its key features. It provides the details of the ASMP which include program design, guidelines for the mentors to develop monthly schedules of their field visits, key roles of important stakeholders, and guidelines on the use of data generated by the Classroom Observation Tool (COT) at each level. Finally, the document provides a way forward by outlining the key steps that should be taken regularly to ensure iterative improvement of the ASMP.



The above context calls for an ASMP at the system level to ensure provision of support and necessary resources to teachers thus enabling the latter to provide high-quality instruction to all learners. The usefulness of such ASMP is amply supported by research. Studies suggest that the most effective approach for enhancing teacher practices and, consequently, student learning is through providing mentoring and feedback to teachers that is customized, hands-on, targeted, and continuous¹. An exemplary method that embodies these qualities is the individual mentoring model, wherein teachers undergo frequent classroom assessments and receive personalized feedback accordingly. This can be ensured through a program where the teachers are assigned to academic supervisors and mentors who conduct regular structured observations and provide mentoring based on the findings of their observations. The data from the observations can further be used at the system level to inform training support provided to teachers' PD and development of teaching and learning materials.

In line with these qualifiers, our team, in close coordination with the SED, has designed an ASMP to ensure regular observation-based mentoring to all teachers. Under this ASMP, the mentors will use a standardized classroom observation tool (COT) to observe classroom teaching and learning activities and assess their quality in terms of a set of prioritized competencies. In this process, each mentor will also collect data on the quality of teaching (as specified in the competency-based COT). The ASMP will provide a mechanism to collect, collate, and process this data for use by decision-makers at all tiers of the government. It will also be used to inform the development of the content of the teachers' professional development offered centrally by the Provincial Institute of Teacher Education (PITE). The ASMP will also provide for the monitoring of the student's progress. It is expected that this data-driven ASMP will foster a supportive learning environment characterized by cooperation and interactive assistance, ultimately contributing to improvement in the learning outcomes of the students.

The first step in developing an observation-based ASMP was the identification of a prioritized set of teaching practices to use for observation and support. Our team identified the teaching practices for the COT through a process of thorough review of the National Performance Standards for Teachers (NPSTs), a comparative review of the COTs and mentoring programs implemented in Khyber Pakhtunkhwa and Punjab provinces of Pakistan and other countries with similar contexts.² We conducted consultative workshops with the key stakeholders to finalize the prioritized practices identified through the above-mentioned process. Once finalized, these practices laid the foundation for the development of the COT, and subsequently, the ASMP, as described below.

Figure 1 illustrates the ASMP and the three key steps involved in its implementation. These are:

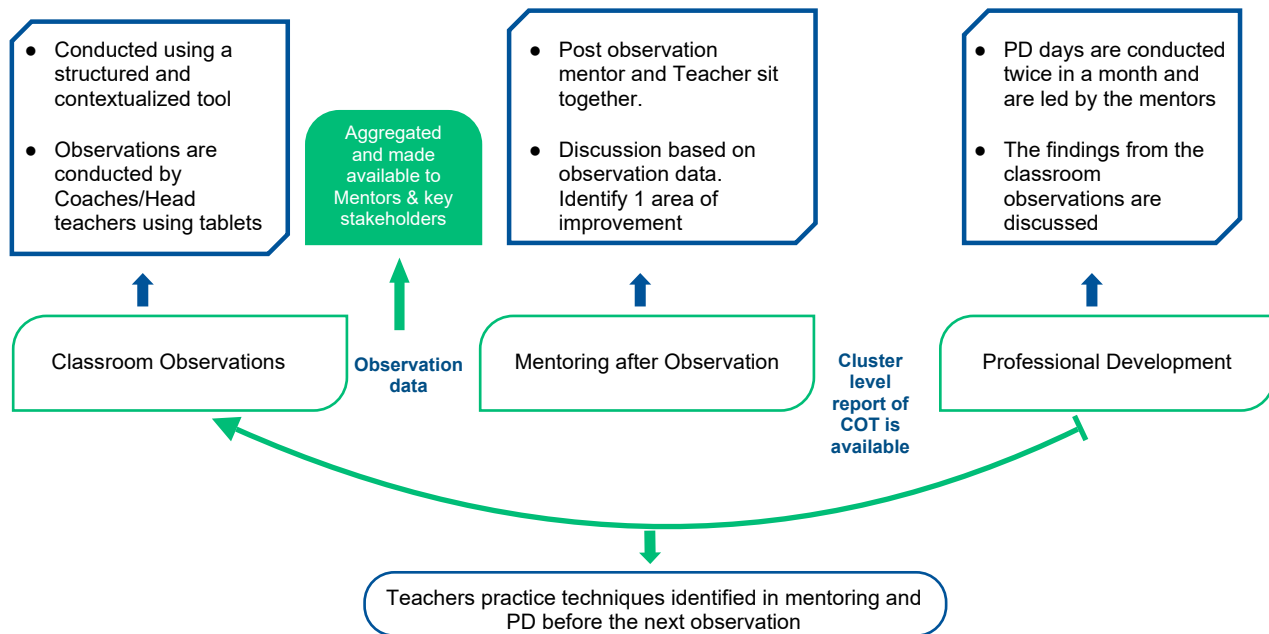
- 1. Step 1: Classroom Observation:** Mentors use a structured COT informed by the prioritized teaching practices and contextualized for use in Balochistan.
- 2. Step 2: Post-observation Mentoring:** Using the findings of the observation, the mentors conduct a 30-minute-long mentoring session where he/she provides feedback on key areas of improvement in teaching practices identified through observation.

¹ Effective teaching practices in primary school classrooms, Ezequiel Molinaa , Adelle Pushparatnamb, Sara Rimm-Kaufmanc , and Keri Ka-Yee Wong (2018)

² Classroom observation and mentoring programmes in countries like Nepal and Sierra Leone reviewed for this work

3. Step 3: Professional Development: Conducted twice a month by the mentors, the PD session ensures the exchange of knowledge and learning between mentors and the mentee teachers and between the teachers in a given cluster of schools. It is important to note that each of the above steps is interrelated and collectively contributes to the professional development of teachers.

Figure 1: Key steps of the mentoring program in Balochistan



METHODOLOGY USED FOR THE DEVELOPMENT OF ASMP

For the development of the ASMP, the team considered the following guiding principles:

- **Evidence-based:** The program should ensure the use of evidence to provide narrow and structured support to teachers at the school and cluster level.
- **Reliance on local resources:** Make use of existing resources in the system to ensure effective and efficient implementation and sustainability in the long term.
- **Clear delineation of roles and responsibilities:** Assign clear roles to teachers, head teachers, cluster heads, and other stakeholders involved in the implementation of the program. Further, leverage the existing institutional setup of SED and its attached departments as well as the district staff of the education department.
- **Transparency and open access to data:** Ensure that the data produced by the ASMP is available for use at different tiers of the government and all other stakeholders engaged with the teachers' professional development and support.

The following sections (3.1-3.4) provide an overview of the methodological steps undertaken to ensure the design of the ASMP is fully aligned with the above guiding principles.

3.1 Review of the Context and Existing Landscape Relevant to Observation and Mentoring

The first step in the development of the ASMP was to conduct a detailed review of the education landscape of Balochistan with an emphasis on understanding the current institutional mechanisms and available human resources that could be utilized to ensure effective implementation of the ASMP. The review was informed by the key documents, such as the Education Sector Plan (2020-2025), the Education Sector Analysis conducted as part of the Education Sector Plan, the documentation on Academic Supervision developed by the School Education Department (SED), and the analysis of Education Standards conducted by the BEAC.

Further, a review of similar coaching-based mentoring and supervision programs being implemented in other provinces of Pakistan was conducted. The review provided the following key lessons in designing the ASMP in Balochistan:

- Contextualizing and simplifying COT is important for success. In Punjab and KP, the classroom observation tool was contextualized to be shorter and easier to implement for all teachers. The coaching program was designed with consideration of the available resources in the system.
- Technology can be a good enabler to support observation and mentoring. Through the digitization of the observation tool, the process of collecting data becomes simplified. The digitization also makes it easier to track and monitor the observations and school visits of mentors. Digitized COT is being used in Punjab and KP along with other countries such as Nepal, Sierra Leone, and Mozambique.
- By making data available at different tiers of the system, the improvements (or lack thereof) can be tracked and addressed. Data can be used both to monitor the implementation of the program and to make key decisions regarding the design of the support and development of the materials to support teachers. The key is to make data available at different levels of the education (cluster, district, division, province) so the relevant stakeholders can make informed decision.

- It is important to develop support platforms and resources that teachers can use to drive their learning beyond the support provided by the mentoring program. Developing these platforms and resources reduces the dependency on the mentors to be solely responsible for the growth and development of teachers. This can be as simple as setting up Whatsapp groups among mentors to ensure the exchange of lessons learned or developing a repository of best practices of the selected teacher competencies that mentors can provide as examples during the mentoring sessions.
- Continuous training of mentors is the key to sustainability. While mentors are responsible for driving improvement in the teaching practices of teachers mentors themselves must be trained regularly to ensure they can provide quality support to teachers on an ongoing basis. Refresher training of mentors should be organized at least on an annual basis.
- Costs can be reduced if existing resources and materials are used. One of the most significant costs associated with teacher mentoring programs is the hiring of mentors. Therefore, it is important both from a cost perspective and a sustainability perspective that the role of the mentors is assigned to Human resources already present in the system. This role can be assigned to head teachers or by selecting teachers who fit pre-defined criteria and exhibit good teaching practices in their classrooms.

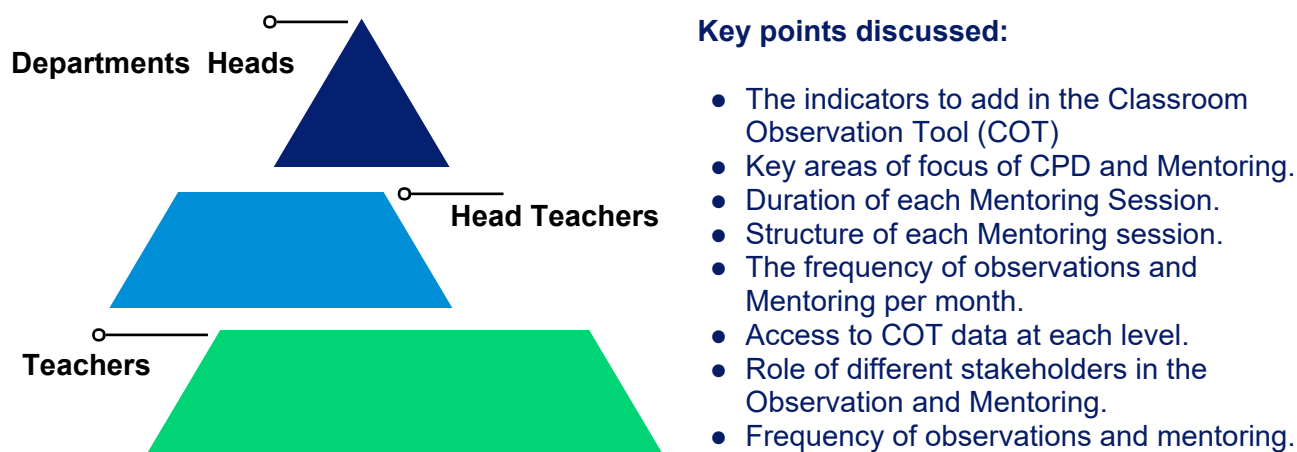
1.1 Stakeholder Consultations

During the development phase of the program, key stakeholders were consulted to incorporate their perspectives into the program design. Stakeholder consultations at key stages enabled the program team to not only gather the perspective of the decision-makers and beneficiaries but also build a sense of ownership of the initiative within the system. The following key stakeholders were consulted:

Workshops	Agenda	Participants
COT Validation Workshop	To validate the key teaching practices selected through a process of review of NPSTs and Observable Teacher competencies	• 10 Male Head Teachers and Teachers. • 10 Female Head Teachers and Teachers.
Program design and Validation workshop	Review of Teacher Competencies, COT, and Mentoring process	Department Heads and representatives from:
		• SED • BOC • PITE • BAEC • DEOs • UNICEF

Figure 3 highlights the different levels of stakeholders that were consulted along with a summary of the key points discussed with the stakeholders.

Figure 2: Key Stakeholders consulted for the design of the ASM program in Balochistan



The information gathered from the sessions played a critical role in the design of the program and in defining the role of key stakeholders. Critical questions and points probed during the design workshop for ASMP are summarized in Annexure A of this document with some of the key takeaways from the sessions summarized below:

1. The COT in Balochistan should consist of 16 teaching practices that cover aspects of lesson planning, lesson delivery, and classroom management.
2. The role of mentors in Balochistan should be assigned to cluster heads, head teachers/teachers selected through a process of identification based on advertised TORs, and retired teachers in remote areas.
3. Each mentor should dedicate 3 days in a month for observation + mentoring of the teachers assigned to them and 2 days for PD of teachers.
4. The mentors should submit the results of observation to the cluster heads who shall digitize the data and submit them to District Education Officers (DEOs). Data from each DEO shall be submitted to SED through Divisional Directors.
5. The Director M&E at SED should oversee the program in the province.
6. SED should share data with PITE and other relevant departments.

1.1 Development of a Classroom Observation Tool (COT) Aligned with the Observable Teacher Competencies

The first step towards designing need-based TPD programs is to develop system-level teacher assessment tools that can be used to measure the pedagogical practices of teachers. By ensuring system-level continuous observations, and linking the observations to Mentoring and repeated training, positive results can be achieved in terms of improvements in teaching competencies.

We designed the COT after due consideration of global research and international best practices, Pakistan's national professional standards for teachers, and inputs from key stakeholders at all levels of the system (province, district, cluster, school). The observation tool

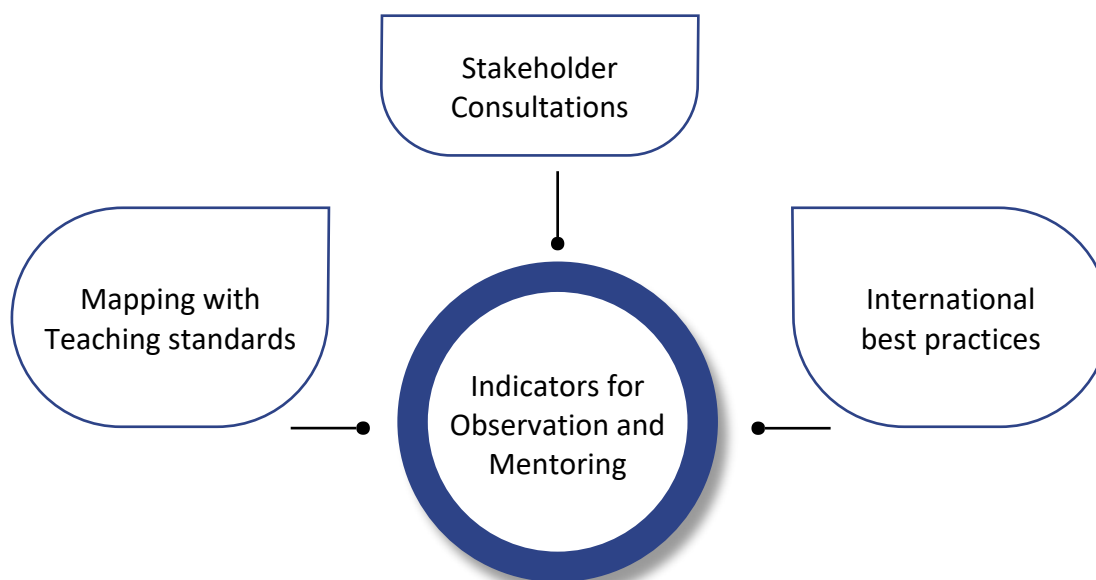
was developed by following a structured process of contextualization that involved inputs from different sources highlighted in Figure 4. The process involved three key steps, as highlighted in the figure.

1. Mapping with Teaching Standards: A thorough review of the National Professional Teaching Standards was conducted to identify observable teacher competencies. These competencies were then further distilled into teaching practices identified for the observation tool.

2. Stakeholder Consultations: Detailed consultations were conducted with the heads of the key departments of SED, Head Teachers, and Teachers to obtain and incorporate their views on the alignment of the selected teaching practices with the priorities and needs of the system

3. International and National Best Practices: A review of the observation tools being used in other provinces of Pakistan (Punjab, and KP) and also in other countries (Nepal, and Sierra Leone) with similar context to Pakistan was conducted to ensure that earlier similar initiatives informed the development of COT for Balochistan.

Figure 3: Key sources of information informing the development of COT



1.1 Defining Roles of Different Stakeholders

Classroom observations and mentoring require a specific skill set and dedicated human resources. To ensure that the teachers get adequate support, it is pivotal that a cadre of human resources from within the system is identified and designated to act both as observers and mentors for teachers. For Balochistan, this cadre is identified by the application of specific criteria on the eligible resource pool present in the system. The detailed TORs developed and advertised by the SED are attached as Annexure B of this document.

The mentors' core responsibility will be to observe teaching practices and readily provide feedback/mentoring support to teachers. As mentioned previously, this will be an iterative and cyclical process. Building on insights curated through regular classroom observations, mentors will lead PD days twice a month for all teachers from schools under their supervision to address the most pressing issues and challenges concerning their teaching practices. Section 4 of this document provides detailed roles and responsibilities for key personnel tasked with supporting and implementing different elements of ASMP.

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The ASMP is designed such that it is implemented as per the current system of institutional setup and governance of the SED by assigning roles and responsibilities to relevant stakeholders at every level. The key is to create ownership at every level by not just assigning roles but also making sure that data is collated and available to all the focal points at each level so they can support the implementation of the program. Figure 5 defines the roles and responsibilities of different stakeholders at each level of program implementation. The diagram also defines how the information and data will flow within the system to ensure effective implementation of the program. The governance of the ASMP and flow of information will be spearheaded at the provincial level by the Director M&E at SED who will oversee the District Education Officers (DEOs) through the Divisional Directors (DDs). The DEOs will work closely with the cluster heads and the mentors to ensure that support is provided to teachers at the classroom level.

Given the contextual challenges and variations – most notably the number of teachers in schools, human resource constraints, and remote locations with limited regular accessibility – a standard modality for classroom observations and mentoring across the province is impractical. Therefore, the ASMP design encourages adaptive planning to leverage existing system-level resources or cost-effective alternates for efficient implementation. The ASMP design identifies different categories of schools by level, gender, provision of teachers, and remote locations. For each of these categories, it identifies human resources within the system that can be deployed as classroom observers and mentors depending on contextual realities. The following table provides a breakdown of factors that will determine the identification of mentors for different categories of schools across the province.

School Category	Teachers Allocation	Gender	Mentor
Well-resourced high and middle schools	Head teacher along with senior teachers	Male Female	Head teacher of respective schools. Women head teachers for girls schools. If not available, then identified senior woman teacher
Primary school accessible from the cluster's well-resourced high/middle school	A limited number of teachers. Sometimes only 1 or 2.	Male Female	Head teacher or senior teacher from the central high or middle school of the cluster. Women mentors for girls' schools.
Remote primary feeder schools	A limited number of teachers. Often just 1 teacher.	Male Female	In instances where the remote feeder primary schools are inaccessible, retired senior teachers from within the community are selected as observers and mentors against nominal incentives. Women mentors for girls' schools.

Levels of Program Implementation and Collecting of Data

Provincial Level

- SED: Oversees and support District Officers.
- PITE and other attached departments review COT Data and develop PD material.

Divisional Directorate

- Conducts quarterly check-ins with district officers.
- Data from the districts is accumulated at the divisional level and submitted to Dir. MnE at SED.

District Level

- DOES oversee the program at the district level.
- Data from all the clusters of the district is collated at the district level.
- DOE conducts a quarterly review of COT data with cluster heads and mentors.

Cluster Heads

- Conduct observation and mentoring in their schools.
- Collate all the data of schools in the cluster.
- Conduct monthly COP session with all mentors in the cluster.

Mentors & Supervisors

- Dedicate 3 days to observation + Mentoring of teachers assigned to them.
- Dedicate 2 days to Professional development of teachers assigned to them.
- Collate and submit all the COT forms to the cluster head.

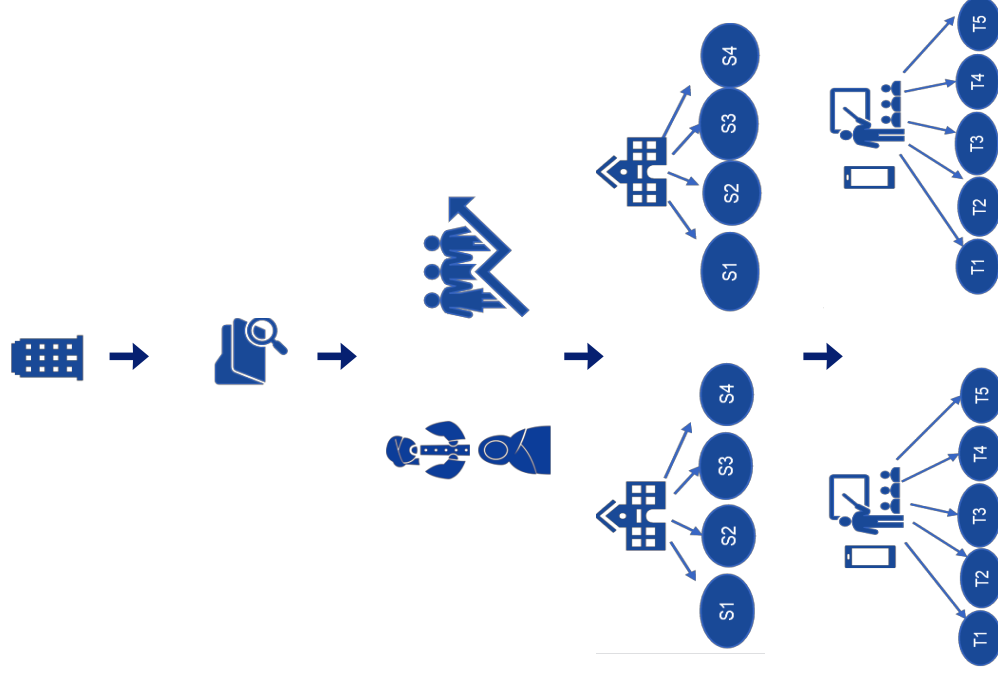


Figure 4: Design of the ASMP for Balochistan

Based on the program design shared in figure 5, the key roles and responsibilities of all the key stakeholders/departments are defined below:

4.1 Role of Policy, Planning and Implementation Unit (PPIU)

- a. Ensure that adequate policy is in place for effective implementation of academic supervision and teacher training program.
- b. Ensure that adequate funds are available at execution level for the academic supervision and teacher training program.
- c. Ensure that academic supervision and teacher training activities are carried out as per approved plan.
- d. Conduct monitoring visits to the field.
- e. Prepare inputs for presentation at LEG, JESR and other progress review meetings.

4.2 Role of Director Monitoring and Evaluation (M&E) at SED

- a. Oversee the implementation of the program by ensuring that instructions are passed on to the mentors through Divisional Directors (DDs) and District Education Officers (DEOs).
- b. Ensure the availability of material to the mentors through proper budgeting and advocating for the availability of resources to support the program implementation.
- c. Conduct quarterly check-ins with the Divisional Directors on the status of implementation of the program.
- d. Oversee the collation of COT data at the provincial level and ensure monthly review of the data and quarterly progress report to the Secretary SED.
- e. Ensure the availability of the COT data to the director of PITE, BEAC, and other concerned departments.

4.3 Role of Provincial Institute of Teacher Education (PITE)

- a. Prepare Annual Teacher Training Plan.
- b. Design and conduct training of Academic supervisors.
- c. Design and undertake Teacher Performance Baseline in selected schools.
- d. Design and formalize use of standardized & simplified tools for classroom observations, reporting and teacher performance rating/monitoring.
- e. Provide continuous technical backstopping to academic supervisors including use of ICT.
- f. Undertake the monitoring and supervision of academic supervision process.
- g. Design and provide TLM related material to academic supervisors to assist in their tasks.
- h. Maintain and keep the Teacher Resource Centers, cluster training hubs and elementary colleges fully equipped and resourced for use by academic supervisors and teachers.
- i. Train mentors as master trainers to undertake professional development of teachers.
- j. Collate all relevant information, analyze and prepare reports for internal and donor consumption.

4.4 Role of Divisional Directors

- a. Oversee the implementation of the program at the divisional level through coordination with the district officers.
- b. Conduct monthly reviews of the project implementation with the DEOs.
- c. Oversee the collation of COT data at the divisional level and ensure quarterly review of the data and quarterly progress report to the Director M&E at SED.
- d. Conduct monthly review meetings of COT data at the district level with the DEOs.

4.5 Role of DEOs

- a. Oversee the implementation of the program at the divisional level through coordination with the district officers.
- b. Conduct monthly reviews of the project implementation with the DEOs.
- c. Oversee the collation of COT data at the divisional level and ensure quarterly review of the data and quarterly progress report to the Director M&E at SED.
- d. Conduct monthly review meetings of COT data at district level with the Cluster Heads.
- e. Facilitate the Professional Development (PD) day sessions with the cluster heads every quarter to ensure the exchange of ideas to better support mentors.

4.6 Role of Cluster Heads

- a. The cluster heads will operate at the cluster level to provide support to Mentors and conduct observations and mentoring in their schools.
- b. Support Mentors through various mediums, including online, face-to-face interactions, and mixed learning approaches.
- c. Conduct quarterly reviews with mentors, either online or in person to follow up on the status of observation and mentoring at the school level.
- d. Collate all the data from the mentors enter in the set template and report to the district officer every month.
- e. Participate in quarterly PD days sessions at the district level.

4.7 Role of Academic Mentors and Supervisors

- a. Conducting training of teachers on modules as and when instructed by PITE.
- b. Conducting start-up meetings with the relevant stakeholders such as Head Teacher, School Management Committee members including the teachers to orient them about the details of Mentoring program.
- c. Planning jointly about the Mentoring schedule with teachers.
- d. Conducting monthly classroom observations of the teachers.
- e. Providing pedagogical support to the mentee teachers through post-observation mentoring.
- f. Collectively develop the agenda for the PD day in light of classroom observations and salient teaching competencies and practices requiring greater focus.
- g. Providing opportunities to the teachers to reflect and share their experiences.
- h. Encouraging teachers to continue their professional development activities.

4.8 Role of Head Teacher

- a. Assisting teachers in their professional development through Mentoring.
- b. Permitting teachers to participate in the Mentoring program.
- c. Observing the mentees' classroom performance and providing constructive feedback.

4.9 Role of Teachers

- a. Attending start-up meetings with the Mentor.
- b. Agreeing on the planned schedule.
- c. Getting engaged in planned activities.
- d. Performing and reflecting on his or her classroom activities and its impact on student's performance.
- e. Collaborating with other mentees and Mentor.
- f. Participating actively in the Professional Development (PD) day activities.

This section provides details regarding the different operational aspects of the ASMP. The section will focus on the scheduling of visits conducted by mentors, protocols for observation, principles for mentoring, and usage of data.

1.1 Scheduling of Visits for Observation and Mentoring

The first step to operationalizing the COT and implementing the mentoring model is to determine a schedule of observation and mentoring visits for the mentors. The field implementation routines define the number of schools the mentors should visit in a month, the number of observations, and the mentoring sessions they should optimally carry out in a given time frame.

The following factors should be considered while scheduling visits by the mentors.

- Number of schools assigned to the mentor.
 - The requirements for the mentors, which are as under:
 - to dedicate three days in a month for observation + mentoring of teachers assigned to them.
 - to conduct at least two observations in a given day of their visit to a school, followed each by a Mentoring Session
 - to cover all the schools in his/her cluster once a quarter.
 - to conduct two Professional Development days per month for teachers in schools assigned to them after the completion of classroom observations.
 - Participation in the review meetings in their cluster. The frequency of the proposed meetings will be decided in context, but we propose these to be held on a monthly basis.
- In addition to the above factors, the the mentors must also consider the following requirements when determining their visit schedule:
- a. Mentors must be able to observe and provide feedback to all the teachers in a minimum of five schools assigned to them.
 - b. Mentors must dedicate a minimum of three days in a month to conduct classroom observations in the schools assigned to them.
 - c. Mentors should do develop a scheduling plan a month in advance for every month to allow time for submission and approval by the cluster head before visiting the schools.
 - d. The scheduling over a quarter should ensure at least one visit to all schools under his span within a given quarter.
 - e. The mentor will schedule the Professional development days after s/he has completed the days allocated for the classroom observation.

1.2 Protocols for Selecting Schools and Teachers for Observation and Mentoring

Ideally, the observation and mentoring regime should ensure regular coverage of schools and teachers. However, given Balochistan's unique challenges of human resources deficits, financial constraints, and inaccessibility of remote schools, a certain degree of flexibility is required to allow for justifiable deviations from the norms provided in section 5.1 above. However, the mentors should make all possible efforts to ensure efficiency in scheduling the ASMP visits. The proposed design prioritises mentors' agency in decisions related to identification of schools, and the conduct of COT-based observations, feedback to, and mentoring of teachers.

the conduct of COT-based observations, feedback to, and mentoring of teachers. This will ensure greater ownership and sustainability built into the system from the ground up. Furthermore, the design also incorporates necessary checks on the discretion of the mentors to ensure that the identification of schools, observations, and feedback and mentoring are undertaken transparently with no preferences or biases. These checks include the following:

- The mentor must ensure that at least two different teachers are observed on each day set for observation and mentoring.
- The mentor can observe two different teachers in a single school he/she is visiting or if it's a single-teacher school then scheduling should be done in a way that ensures visit to a second school on the same day. As a rule, the mentors must carry out a minimum of two separate observations of two different teachers on the same day.
- The same teacher should not be observed twice in a month.
- The mentor should document and submit the list of teachers observed in a given month to the cluster head on a monthly basis.

1.1 Protocols to Conduct Observations and Mentoring

The observation of classrooms must be non-invasive and should have minimum disruptive effect on teachers' instructional practice and students' work. The objective is to accurately reflect regular workings of the classroom, which is only possible if the mentors remain passive and non-intervening observers.

Key considerations and guidelines for mentors before, during, and after conducting the observation are provided below.

Before observation

The mentor should:

- ensure that all the supplies needed to conduct the observations are available.
- introduce himself/herself to the head teacher and teacher and explain the purpose of the visit. This may not need to be repeated for every subsequent visit but must be done on the first visit to a school, or in case of a change in school personnel.
- Seek teachers' approval before starting the observation.

During Observation

The mentor should:

- sit at the back of the classroom, preferably at a place from where the entire class is visible, and students' view of the teacher is not blocked by the observer.
- ensure that his/her mobile phone is muted to prevent any undue distraction in the class.
- Begin the observation at the beginning of the lesson. Note: There is no cut off time for the observation to begin. It must begin at the beginning of the lesson.
- treat all multi-grade classrooms as a single group for the purpose of observation.
- avoid, at all costs, interacting with students, checking their notebooks, and redirecting teachers or students.

After Observation

The mentor should:

- thank the teacher after the observation is completed.
- avoid discussing scores with teachers in front of the students.
- conduct a short feedback/mentoring session with the observed teacher.

1.1 Mentoring Principles

After the observation the mentor should conduct a mentoring session with the teacher based on the observation. During the Mentoring session, the mentors should follow the below-mentioned principles:

1. Only focus on one area of improvement (practice) at a time

It is recommended to focus on one practice per mentoring session. This allows teachers to focus on changing their instructional behaviour in that one area. Focusing on change in one area makes it more likely for the teachers to effectively incorporate the feedback in their instructional practice. Following this approach can also enhance the trust and value of mentoring for the teachers.

2 Provide concrete and specific feedback

When teachers get vague feedback, like “You need to engage students more,” it is difficult for them to know what to do differently. Instead, mentors must give them specific actions they can try. For example, “To engage students more, the mentors should ask them questions at the end of the read-aloud.” This is helpful feedback because it suggests a specific action that the teacher can take to change her practice.

3 Demonstrate during the mentoring sessions

Teachers need to see demonstrations of the suggested changes they are asked to make in their instructional practice. The mentors must model the changes they are suggesting to teachers in their mentoring sessions. This will help teachers understand the changes they must make to make their teaching more effective.

1.2 Data Collection and Analysis

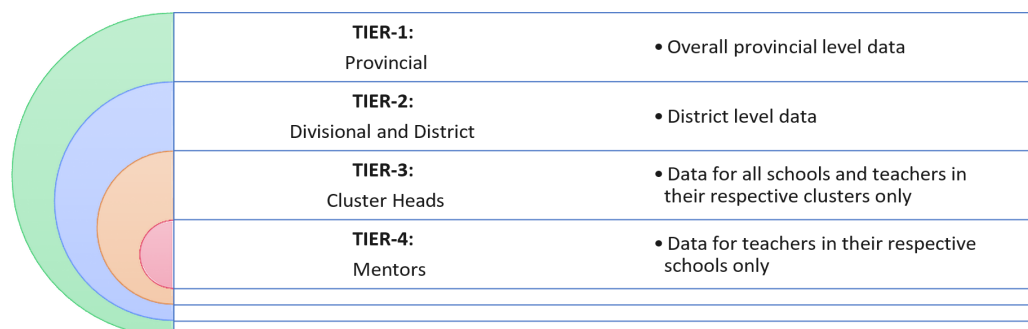
One of the challenges of implementing a system-level ASMP is ensuring observations are conducted regularly, the data from the observations is assessed for quality, and the data is collated and fed back into the system for use by stakeholders at different tiers of the government.

1.2.1 Key recommendations regarding digitization and data provision

The key recommendations for digitization of data in the ASMP in Balochistan are as under:

- a. The COT should be digitized by developing an Android-based application that the mentors can use to conduct observations. As the experience from other provinces suggest, a digitized COT will allow for the incorporation of data quality checks, instant uploading onto a central online database, and prevention of errors encountered during manual uploading of paper-based data.
- b. The COT data should be collated at different levels and analyzed at the provincial level as illustrated in Figure 6. The role of SED at the provincial level is to analyze data and then ensure that the analysis at each level is shared with the relevant stakeholders to facilitate decision-making. Figure 6 below highlights how data can be aggregated at different levels of the system. The tiers defined in the figure are similar to the levels of the program implementation defined in Figure 5.

Figure 5: Different Tiers of COT data



5.6 Compensation for the Mentors

To ensure the sustainability of the program it is suggested that a compensation model is developed for the mentors based on the availability of resources at SED. The model can have elements of a financial incentive and a non-financial incentive. The point of incentives was discussed during the workshops and the following suggestions were made by the participants:

- a. Mentors should be paid PKR 1000 for each day dedicated to school visits to conduct observations, mentoring, and professional development days.
- b. Mentors who can meet their annual targets of observing all teachers assigned to them, and teachers who show improvement in teaching practices are appreciated in an annual ceremony to appreciate mentors. The rewards can be both financial and non-financial.

Further, it is recommended that incentive structures of similar coaching/mentoring programs implemented in other parts of Pakistan and other countries are studied and considered. Some examples of such incentives are given below:

Punjab, Pakistan: Assistant Education Officers (AEOs) are hired as 16th-grade government officers with a fixed monthly salary. The AEOs conduct monthly observations as part of their TORs.

KPK, Pakistan: School Leaders (SLs) are hired as permanent staff (15-16th Grade) and conduct observations as part of their TORs.

Nepal: Retired Teachers are hired to conduct monthly observations and mentoring of 10 schools assigned to them in a period of 6 months. The teachers are paid a stipend of 5,000 Nepali Rupees per month for these 6 months.

Sierra Leone: School Quality Assurance Officers (SQAOs) are given motorbikes and are paid monthly fuel costs for each school they visit.

ASMP is designed to transform the instructional practices across Balochistan by providing ongoing observation and mentoring service to teachers across Balochistan. Further, by ensuring the flow of data up and down (vertically) and across the system (horizontally) throughout the education system, the proposed ASMP model hopes to build ownership and trust on the system at different levels of the government (cluster, district, province).

Given below is a brief description of next steps to finalise the ASMP:

1. A pilot will be conducted to test the following and to gather baseline data:
 - a. Use of the COT in the classrooms to carry out observations of lessons in at least six districts of the province.
 - b. Use of the post-observation mentoring protocol by the mentors.
 - c. Collection and analysis of observation data. This data will be used as a baseline for further improvements from it.
2. Based on the findings of the pilot, the COT and the mentoring protocol will be further updated and finalized.
3. Present the finalized ASMP to the relevant stakeholders (this will include the stakeholders consulted during the process of development) and seek their feedback on the program design.

Based on the outcome of the above steps, the the COT and the ASMP will be refined, finalized, and ready for scaling across the province.

ANNEXURES

Annexure A

Agenda and prompts for the design workshop during

The design workshop included representatives from PPIU, the SED directorate for schools, PITE, and BAEC. For each design session, group members worked together and present their suggestions followed by discussions and agreement. The key prompts/questions for the session are presented below:

Discussion to determine adequate and practical frequency and scheduling of visits.

- How many mentors per cluster?
- Do we expect the mentors to visit all teachers in their area of responsibility in a given year?
- How many times should a teacher be visited by a mentor (in principle) each year?
- Should the frequency of visits vary by the level of school?
- What should be the basis for developing visit schedules?
- What can specific considerations be for visiting remote schools?
- Can technology be deployed for difficult-to-reach schools because of security and/or extreme weather conditions?

Discussion identifies mentor activities and requisite support required

- Classroom observation; one-to-one teacher consultation and feedback; Pedagogical support
- Who are the mentors? Where are they coming from? How will their existing responsibilities continue to be addressed?
- How can mentors be equipped with the necessary instructional, pedagogical, and content knowledge to provide the necessary support
- What incentive structures should be in place to ensure continued participation of the mentors?
- What support can be provided by the line department to the mentors and how?

Discussion to identify modalities to deploy COT

- How can COT implementation in the field be ensured and quality assured?
- Guidelines for storing the data and communicating it back into the system for analysis

Discussion to define data collection and analysis system and roles at corresponding tiers of the government

- How can a reliable system be established to collect data through mentors at the school level, collate it, analyse and develop actionable insights?
- Is there a data system in place in Balochistan that can be leveraged for it?
- Should data collection at school level happen via tablets or paper-based forms?
- What are the key focal points who shall be responsible for:
 - Collating data from observed schools
 - Collating data at the cluster, and district levels
 - Generating actionable insights to inform PITE's professional development work
- How will PITE access synthesise data to inform CPD? Who will be the responsible focal point for this?

Discussion to determine the roles of mentors as well as relevant stakeholders at the district and provincial levels

- Defined role in observations.
- Clear outline of the role in providing tailored support and feedback to teachers after observation
- Data collection, storage, collation, and reporting
- Data management at the cluster, and district levels and analysis at the provincial level

Annexure B

Detailed Terms of Reference for Academic Supervisors and Mentors advertised by SED.

از دفتر چیف ایگزیکٹو آفیسر بلوچستان اسسٹنٹ ایڈیگز مینیشن کمیشن کوئٹہ

اشتہار برائے انتخاب اکیڈمک سپروائیزرز (منور)

محکمہ تعلیم کی توسط سے بلوچستان اسسٹنٹ ایڈیگز مینیشن کمیشن (BAEC) نے یونیسف (UNICEF) اور بلوچستان ہیومن کمیٹیٹل انویسٹمنٹ پروجیکٹ (BHCIP) کے معاونت سے منتخب شدہ اضلاع کوئٹہ، چشین، قلعہ عبداللہ، چمن اور چاغی، میں اساتذہ کرام کی صلاحیتوں کو بڑھانے اور سکولوں میں معیار تعلیم کو بہتر کرنے اور اساتذہ کو تربیت فراہم کرنے کیلئے کلستر کی سطح پر اکیڈمک سپروائیزرز (منور) کا انتخاب مطلوب ہے۔ جو اپنے اپنے کلشٹرز میں خدمات سرانجام دیں گے۔

اس سلسلے میں پرائمری سکولوں کی سطح پر انگلش / اردو اور ریاضی مضامین جبکہ مڈل سکولوں کی سطح پر انگلش، ریاضی اور سائنس مضامین میں مہارت رکھنے والے مرد و خواتین اساتذہ کو بطور اکیڈمک سپروائیزرز (منور) کا انتخاب کیا جائے گا۔ جس کے لئے شرائط درج ذیل ہیں:

- (1) منتخب اضلاع کے متعلقہ کلستر کے پرائمری، مڈل، ہائی سکولز اور ہائیر سیکنڈری سکولز (گرلز / بوائز) میں تعینات ہے وی ٹی، جے ای ٹی، ایل سی، ای ایس ٹی اور ایس ایس ٹی (جنرل / سائنس) مرد و خواتین اساتذہ درخواست دینے کے اہل ہوں گے۔
- (2) مذکورہ بالا اساتذہ اپنے مضامین میں محنت، لگن اور خدمت کا جذبہ سے دلچسپی رکھتا / رکھتی ہو اور کام کرنے کیلئے متحرک ہو۔
- (3) نئے تدریسی طریقے سیکھنے سکھانے میں دلچسپی رکھتا / رکھتی ہو۔
- (4) منتخب درخواست دہندہ متعلقہ کلستر میں کام کرنے میں دلچسپی رکھتا / رکھتی ہو۔
- (5) 55 سال سے کم عمر اساتذہ کرام کو ترجیح دی جائے گی۔
- (6) ذہنی اور جسمانی طور پر فٹ ہو۔
- (7) درخواست دہندہ معلم صرف ایک مضمون میں بطور اکیڈمک سپروائیزرز (منور) درخواست دینے کا اہل ہو گا۔
- (8) تحریری ٹیسٹ اور سمعی منصوبہ بندی رائج الوقت نصاب سے ہو گا۔
- (9) اکیڈمک سپروائیزرز کا انتخاب خالصتاً میرٹ پر ہو گا۔
- (10) درخواست دہندہ کلستر کی تفصیل متعلقہ ڈسٹرکٹ ایجوکیشن آفیسر کے دفتر اور BAEC کے ویب سائٹ سے معلوم کر سکتا ہے۔

مزید برآں اکیڈمک سپروائیزرز (منور) کا انتخاب بذریعہ ٹیسٹ اور سمعی منصوبہ بندی میں حاصل کردہ نمبروں کی بنیاد پر کیا جائے گا۔ ٹیسٹ اور سمعی منصوبہ بندی کیلئے نمبروں کی تقسیم درج ذیل ہیں۔

- | | | |
|------------|---|------------------------|
| کل نمبر 50 | انگلش / اردو اور ریاضی کے معروضی سوالات: | پرائمری لیول کیلئے: 1- |
| کل نمبر 20 | موضوعی سوالات: | 2- |
| کل نمبر 30 | سمعی منصوبہ بندی: | 3- |
| کل نمبر 50 | مڈل لیول کیلئے انگلش / ریاضی اور سائنس کیلئے معروضی سوالات: | 1- |
| کل نمبر 20 | موضوعی سوالات: | 2- |
| کل نمبر 30 | سمعی منصوبہ بندی: | 3- |

ٹیسٹ اور انٹرویو کیلئے درخواست دینے والے اساتذہ کرام کو کسی قسم کا TA/DA نہیں دیا جائے گا۔

خواہشمند اساتذہ کرام اپنی درخواستیں متعلقہ ڈسٹرکٹ ایجوکیشن آفیسر کے دفتر سے وصول کر کے یا BAEC کے ویب سائٹ

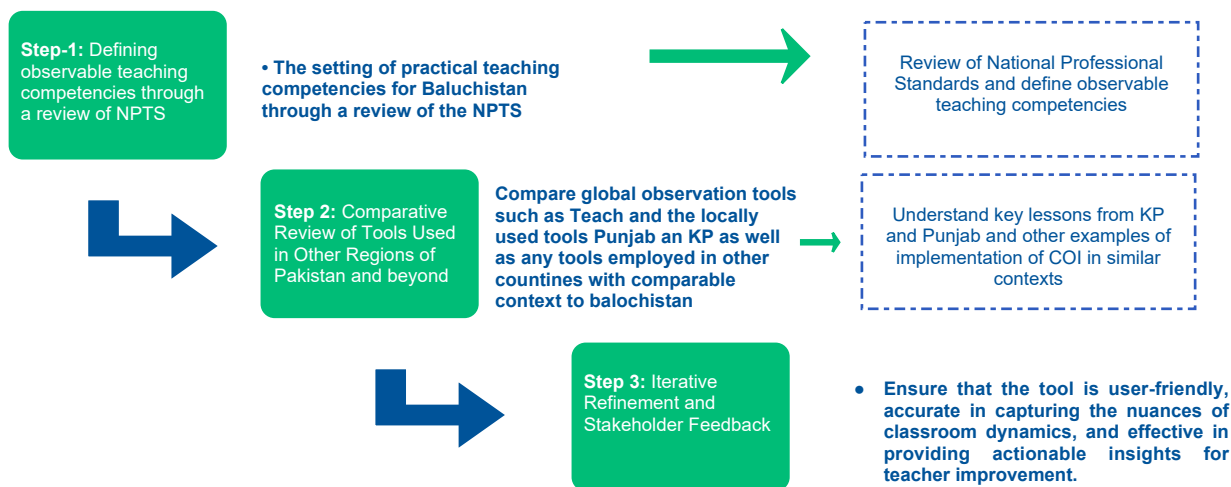
www.baec.com.pk سے ڈاؤن لوڈ کر کے متعلقہ ڈسٹرکٹ ایجوکیشن آفیسر کے دفتر میں مورخہ 31 اکتوبر 2023 تک جمع کریں۔

BAEC ٹیسٹ و انٹرویو کا شیڈول بعد میں جاری کریگا۔

چیف ایگزیکٹو آفیسر
بلوچستان اسسٹنٹ ایڈیگز مینیشن کمیشن
فون نمبر: 081-2876132

Annexure C

Teaching Competencies and Classroom Observation Tool



The following section provides details of the activities with each step mentioned above.

Step 1: Expanding the Observable Teacher Competencies to Teaching Practices

Teaching Competencies were expanded into a set of observable teaching practices that the mentors can use to observe lessons. The expansion of the Competencies followed the principles of practicality and ensured that the observable practices were in line with contextual realities of the teaching practices in Primary and Elementary schools of Balochistan.

Given below are both the standards and the observable indicators against each.

Competency 1: Teachers should demonstrate the ability to develop and implement well-structured lessons by organizing curricular SLOs into a coherent teaching and learning sequence.

- **C1.1:** Teacher carries and follows a well-structured written lesson plan with clearly defined SLOs.
- **C1.2:** Teacher communicates clear SLOs at the beginning of/during the lesson.

Competency 2: Teachers should demonstrate the use of multiple strategies to respond to the learning needs of students with a wide range of abilities.

- **C2.1:** The Teacher explains key concepts by using multiple representations.
- **C2.2:** The Teacher refers to students' previous learning.
- **C2.3:** Teacher uses technology to enhance learning activities.

Competency 3: Teachers should be able to use assessment to inform/adjust their instructional approaches to respond to student learning needs.

- **C3.1:** The Teacher assesses the learning of students by asking (Knowledge recall) questions.
- **C3.2:** The Teacher moves around the classroom to monitor progress and ensure student engagement.
- **C3.3:** The teacher provides specific feedback to students.

- **C3.4:** The Teacher adjusts teaching to student levels.

Competency 4: The teacher uses strategies to create a positive child-friendly classroom environment.

- **C4.1:** The Teacher uses positive discipline methods and treats all students equitably.
- **C4.2:** The Teacher demonstrates respect towards all students.
- **C4.3:** The Teacher maintains a supportive, print-rich learning environment with appropriate resources.

Competency 5: The teacher selects and uses strategies that develop problem-solving skills and critical and creative thinking.

- **C5.1:** Teacher develops higher-order skills (critical thinking, problem-solving, creative thinking) by:
 - Asking Why/How/If (or questions asking for justification/reasoning) questions.
 - Facilitating discussion among students.

Competency 6: The Teacher manages the class so that time is used for teaching and learning

- **C6.1:** The Teacher's instructions about the tasks/activities are clear.
- **C6.2:** (Only for multi-grade) Teacher effectively manages multi-grade classes, ensuring appropriate attention and instruction for all grade levels.
- **C6.3:** Students collaborate through peer interaction.

Annexure C

Teaching Competencies and Classroom Observation Tool

General Information					
School name	EMIS Number				
Teacher name	District				
Mentor name			Date of Observation		
Mentor designation (circle one)	Academic Supervisor	Mentor	Head Teacher/Teacher		
About the lesson you observe (complete this section <i>before</i> the lesson starts)					
Grade(s) taught during the lesson	Total children in class for the lesson				
Subject					
Topic					
Teaching Practices to observe			Score		
			Low	Medium	High
1. Planning					
1.1 Teacher carries and follows a well-structured written lesson plan with clearly defined SLOs.			1	2	3
1.2 Teacher defines clear SLOs at the beginning/during of the lesson			1	2	3
2. Teaching Practice					
2.1 The Teacher explains key concepts by using multiple representations			1	2	3
2.2 The Teacher ensures student participation			1	2	3
2.3 The Teacher refers to students' previous learning			1	2	3
2.4 The Teacher assesses the learning of students by asking What (Knowledge recall) questions or giving tasks			1	2	3
2.5 The Teacher moves around the classroom to monitor progress and ensure students are engaged			1	2	3
2.6 The teacher provides specific feedback			1	2	3
2.7 The Teacher adjusts teaching to student levels.			1	2	3
2.8 The Teacher's instructions about the tasks/activities are clear			1	2	3
2.9 Teacher develops higher-order skills (critical thinking, problem-solving, creative thinking) by					
a. Asking Why/How/If (or questions asking for justification/reasoning) questions			1	2	3
b. Facilitating discussion among students.					
2.10 Teacher uses technology to enhance learning activities			1	2	3
3. Classroom Management and Organization					
3.1 The Teacher uses positive discipline methods and treats all students equitably.			1	2	3
3.2 The Teacher demonstrates respect and tolerance towards all students in interactions			1	2	3
3.3 The Teacher maintains a supportive, print-rich learning environment with appropriate resources.			1	2	3
3.4 Students collaborate with one another through peer interaction			1	2	3
3.5 Teacher effectively manages multi-grade classes, ensuring appropriate attention and instruction for all grade levels			1	2	3

کمرہ جماعت کے مشاہدے کا فارم

عام معلومات			
اسکول کا نام		ای ایم آئی ایس نمبر	
استاد کا نام		ضلع	
مینسٹر کا نام		مشاہدے کی تاریخ	
اس سبق کے بارے میں جس کا آپ مشاہدہ کر رہے ہیں (سبق شروع ہونے سے پہلے اس حصے کو مکمل کریں)			
سبق کے دوران پڑھائی گئی جماعت		سبق کے لیے جماعت میں موجود کل طلباء	
مضمون			
عنوان			
مشاہدہ کرنے کے لئے تدریس کی مشق			
	درجہ بندی	کم	زیادہ
مضمونہ سازی			
1.1		۲	۳
استاد کے پاس اچھا لکھا ہوا سبقی مضمونہ موجود ہے جس پر عمل بھی کر رہا ہے اور ایس ایل او (SLO) واضح بیان کیے گئے ہیں۔			
1.2		۲	۳
استاد نے سبق کے شروع اور درمیان میں ایس ایل او (SLO) واضح بیان کیے۔			
تدریسی مشق			
2.1		۲	۳
استاد نے متعدد نمائندگان کیوں کا استعمال کرتے ہوئے کلیدی تصورات کی وضاحت کی۔			
2.2		۲	۳
استاد نے طلباء کی شرکت کو یقینی بنایا۔			
2.3		۲	۳
استاد نے طلباء کی صابقتہ معلومات کو رجوع کیا۔			
2.4		۲	۳
استاد نے طلباء کے سیکھنے کا اندازہ لگانے کے لیے کیا (معلومات کی یاد دہانی) سوالات پوچھے یا کام دیے۔			
2.5		۲	۳
استاد طلباء کی پیش رفت کی نگرانی کرنے اور مصروفیت کو یقینی بنانے کے لیے کلاس روم میں گھومتا ہے۔			
2.6		۲	۳
استاد نے ہر طالب علم کو مخصوص رائے دی۔			
2.7		۲	۳
استاد طلباء کے مطابق تدریس کو تبدیل کرتا رہا۔			

۳	۲	۱	کام اور سرگرمیوں کے بارے میں استاد کی ہدایات واضح ہیں۔	2.8
۳	۲	۱	استاد نے اعلیٰ درجے کی مہارتیں (تنقیدی سوچ، مسئلہ حل کرنا، تخلیقی سوچ) تیار کی۔	2.9
۳	۲	۱	کیوں / کیسے / اگر پوچھنا یا جو از / دلیل کے لیے سوال پوچھنا	2.10
۳	۲	۱	طلباء کے درمیان بحث کی سہولت فراہم کرنا	2.11
۳	۲	۱	استاد نے سکھنے کی سرگرمیوں کو بڑھانے کے لیے ٹیکنالوجی کا استعمال کیا	2.12
کمرہ جماعت کی تنظیم سازی اور انتظام				
۳	۲	۱	استاد نے نظم و ضبط کے مثبت طریقے استعمال کیے اور تمام طلباء کے ساتھ مساوی کا سلوک رکھا۔	3.1
۳	۲	۱	استاد نے بات چیت میں تمام طلباء کے ساتھ احترام اور رواداری کا مظاہرہ کیا۔	3.2
۳	۲	۱	استاد نے مناسب وسائل کے ساتھ ایک معاون پرنٹ سے بھرپور (Print rich) تعلیمی ماحول کو برقرار رکھا۔	3.3
۳	۲	۱	طلباء بات چیت کے ذریعے ایک دوسرے کے ساتھ تعاون کرتے ہیں۔	3.4
۳	۲	۱	استاد نے تمام درجہ جات کے لیے مناسب توجہ اور ہدایات کو یقینی بناتے ہوئے کثیر تعداد (ملٹی گریڈ) درجہ جات کا مؤثر طریقے سے انتظام کیا۔	3.5

Measuring Scale for Teaching Practices

Scoring Rubric for the Classroom Observation Tool				
	Low	Medium	High	
1. LESSON PLAN				
1.1 Teacher carries and follows a well-structured written lesson plan with clearly defined SLAs.	The teacher does not carry a lesson plan with him/her in the classroom and does not follow the lesson plan.	The teacher does not carry a lesson plan but by observing the lesson you can see that the lesson was well structured and the teacher was prepared. <i>For example, the teacher was able to define a learning objective and then have activities that are aligned with the learning objective during the lesson.</i>	The teacher carries a simple lesson plan with him/her in the class and follows the structure of the lesson plan during the lesson. <i>For example, the lesson plan is available to the teacher in a notebook or printed copy. The lesson plan is well-structured and mentions the student learning outcomes. The teacher follows the lesson plan during the lesson.</i>	
1.2 Teacher communicates clear SLOs at the beginning of/during the lesson	The teacher does not communicate (state or write) the Student Learning Outcome(s)/topic, nor you can understand the objective/topic from the lesson activities. <i>For example: The teacher asks students to take turns reading a text about planting and harvesting crops. S/he then spends the rest of the lesson discussing farming and the specific processes involved. The teacher does not state what is the lesson objective, and it is difficult to work out what is the lesson objective from the activities (in this example, the objective could be developing oral reading fluency, developing vocabulary, or learning about agriculture).</i>	The teacher either communicates (states and/or writes) a broad Student Learning Outcome OR lesson objective/topic OR the objective/topic is not clearly stated and/or written but by looking at lesson activities you can tell what is the objective/topic of the lesson <i>For example: The teacher says, "Today we're going to learn about multiplication," but does not specify that the lesson is about multiplying fractions. Another example might be that the lesson activities may focus on how to divide whole numbers, but the teacher does not specify it (s/he says "We will learn multiplication").</i>	The teacher communicates (states and/or writes) a Student Learning Outcome OR objective/topic and keeps repeating lesson objectives during the entire class. <i>For example: Near the beginning of class the teacher states, "Today we're going to learn to multiply fractions." Each lesson activity is related to the objective of multiplying fractions.</i>	
2. TEACHING PRACTICE				

2.1 Teacher explains key concepts by using multiple strategies <i>*Strategies include: Reading or explaining a text, writing on board, additional material, physical demonstration, videos</i>	a) The teacher explains content using only one form of representation OR content is simply not explained. b) For example: The teacher states, "A fraction is a combination of a numerator and denominator," without providing any written or other visual representation of a fraction during the lesson segment. Alternatively, the teacher may not provide any explanation of content, use too many technical terms without explaining what s/he means, and/or may explain ideas without a logical order or connection. Moreover, the teacher may say, "A fraction is a combination of a numerator and denominator," without defining those terms.	c) The teacher explains content using two forms of representation. d) For example: The teacher states, "A fraction is a combination of a numerator and denominator," and writes an example of a fraction on the board. In a language arts lesson, the teacher states that a verb is an action word and writes a sentence that contains a verb that is underlined on the board.	e) The teacher explains content using three or more forms of representation, or types of activities. f) For example: The teacher states, "A fraction is a combination of a numerator and denominator," and writes the example of $\frac{1}{4}$ on the board. Later in the lesson, the teacher uses a visual aide as part of his/her explanation of content by folding a piece of paper into quarters and coloring in one square. In a language arts lesson, the teacher states that a verb is an action word and writes a sentence that contains a verb that is underlined on the board. The teacher then mimes a series of actions and asks students to identify these examples of verbs
2.2 Teacher ensures student participation.	The teacher does not ensure student participation.	The teacher motivates students to participate in the class by making general statements. For example, the teacher tells the entire class to speak when he asks questions. OR if the teacher sees some students not participating he/she tells the entire class to participate. Another example is before reading a passage the teacher says that repeat after me when I read.	The teacher ensures that all the students participate in the lesson by individually identifying any students who are not participating and encouraging them to participate as well. For example, while teaching a lesson the teacher sees that students at the back of the class are not participating, the teacher specifically points out those students and motivates them to participate OR the teacher conducts an activity and randomly asks students to participate, the teacher highlights the students who are not participating and asks them questions or asks them to participate individually.

2.3 The teacher refers to students' previous Learning	The teacher does not connect what is being taught in previous lessons of the same subject or lessons of any other subject.	The teacher makes unclear connections to students learning from previous lessons of the same subject or lessons of any other subject. <i>For example: When introducing a lesson the teacher says, "Remember yesterday we learned the rules for adding whole numbers? Now we are going to use those rules and apply them to adding fractions." However, when explaining how to add fractions, the teacher does not link the rules back to the rules for whole numbers</i>	The teacher meaningfully connects to students learning from previous lessons of the same subject or lessons of any other subject. <i>For example: When teaching a class on fractions, the teacher connects the lesson to a prior lesson by saying, "Remember yesterday when we learned about halves? We learned that when we cut a cake in half, two people can share it equally. Today we will learn how to divide the cake into fourths, so four people can share it. When we were forming halves, we made sure we had two halves of identical size. The same is true when we are forming fourths: we have to keep slices the same size." The connection between the current lesson and other content knowledge and/or students' daily lives is clear</i>
	Low	Medium	High
2.4 The Teacher assesses the learning of students by asking 'What' (Knowledge recall) questions or giving tasks	The teacher does not assess the learning of the students	The teacher assesses the learning of some students (Less than half) in the class by either asking 'What' questions or giving them tasks <i>For example, The teacher asks simple questions from a few students after teaching and all the students in the class respond at the same time and the teacher does not check whether all or just some students are understanding.</i> <i>Another example is that after explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond all together, "Yes, we have."</i>	The teacher assesses the learning of most students (more than half) in the class by either asking them 'What' questions or giving them tasks For example, the Teacher asks simple questions from most of the students after teaching and also asks some individual-level questions but randomly selects a few students <i>Another example is that after explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond all together, "Yes, we have."</i>
2.5 The Teacher moves around the classroom to monitor progress and ensure students are engaged	The teacher does not monitor students when they are working independently or in groups. <i>For example: The teacher sits at his/her desk or remains standing in front of the class when students are working.</i>	The teacher monitors some students when they are working independently or in groups to check their understanding. <i>For example The teacher observes some student work for accuracy, clarifies concepts, or asks questions.</i>	The teacher monitors most students by circulating the classroom and approaching individual students or groups to check their understanding. <i>For example: When students are working, the teacher walks around the classroom, making sure to approach students or groups. The teacher observes most students' work, clarifies concepts, and asks questions.</i>

2.6 Teacher provides specific feedback	Low: The teacher either does not provide students with comments/prompts about their misunderstandings OR the comments provided are simple, evaluative statements (e.g., "That is incorrect"). <i>For example: When a student answers a teacher's question incorrectly, the teacher responds by saying, "That is not the correct answer," and moves on.</i>	Medium: The teacher provides students with general or superficial comments/prompts about their misunderstandings. <i>For example: In a math class, the teacher says, "You forgot to include the negative sign," without providing further information or prompts</i>	High: The teacher provides students with specific comments/prompts that contain substantive information that helps clarify students' misunderstandings. <i>For example, the teacher says, "Do you remember what happens when we multiply a positive and a negative number? Let's look at your notes. Now, let's look at your answer. What do you need to change to find the correct answer?"</i>
2.7 The teacher adjusts teaching after checking for understanding	The teacher does not adjust teaching for students. <i>For example: The teacher may notice that many students are getting the wrong answer but do not explain the concept again. Instead, the teacher continues with the next lesson in the curriculum.</i>	The teacher slightly adjusts teaching, but this adjustment is brief and not very clear. <i>For example: When solving the multiplication problem 7×3, a student confuses the process with addition and answers '10'. In response, the teacher reminds the students that they are doing multiplication and not addition.</i> *If the teacher keeps teaching and there is no apparent need for adjustment, then this is scored as a Medium	The teacher greatly adjusts teaching for students by giving students more opportunities to learn the concepts that they missed. The teacher may also present information in a different way to help students better understand the concept being taught. The teacher may also provide more challenging tasks for those who already have an advanced understanding. <i>For example, The teacher writes 7×3 and $7 + 3$ on the board and then asks different students to explain what is the difference. Then the teacher explains the difference him/herself and gives another similar example for students to answer.</i>
2.8 Teacher's instructions about the tasks/activities are clear	Teachers' instructions are not clear	The teacher gives somewhat clear instructions <i>For example, before the start of the class or before starting each activity during the lesson the teacher gives general instructions to the entire class like 'please be quiet' OR please work quickly on this question, etc.</i>	The teacher gives very clear and precise instructions to the students. <i>For example, before the start of the class or before starting each activity during the lesson the teacher gives very clear instructions like 'You have 5 minutes to complete this task individually, after that, I will check your work' OR 'Please open your books to page 23 and read the 2nd Paragraph, you have 10 minutes'</i>
2.9 Teacher develops higher order skills (critical thinking, problem-solving, creative thinking) by: a. Asking Why/How/If (or questions asking for justification/reasoning) questions	The teacher does not develop higher-order skills Low: The teacher does not ask or give any task with 'Why/How/If' questions	The teacher somewhat develops higher-order skills Medium: The teacher asks one 'Why/How/If' question <i>For example: In a math class, the teacher asks, "What is $7+8$? only a few students raise their</i>	The teacher greatly develops higher-order skills High: The teacher asks 2 or more 'WHY' questions, or gives tasks to the students that require justification or reasoning.

Note: These questions can either be asked verbally or in the form of a written task that students have to perform		hand, and the teacher asks 1 or 2 students to answer without seeing if the rest of the class understood.	For example: The teacher says, "Please put your thumb up if you agree or down if you disagree with this: Equilateral triangles have equal angles." The teacher can also use other ways to have all students share their answers, such as: - Giving the students the task to write the answer in their notebooks and checking the answer, - Asking students to write a sentence by themselves using a verb and then asking each student to read out the sentence s/he wrote
b. The teacher facilitates classroom discussion among students	The teacher does not facilitate classroom discussion	The teacher somewhat facilitates classroom discussion among students. For example, during the lesson, the teacher asks one student a question and then asks another student whether he/she agrees or disagrees or would like to add more.	The teacher greatly facilitates classroom discussion among students. For example, when students have finished a task the teacher asks them to sit in pairs and discuss their answers with each other. OR the teacher develops a group of 3 or more students and assigns them a task to complete together
2.10 Teacher uses technology to enhance learning activities	The teacher does not use technology to present & explain the content	The teacher uses simple technology to present & explain content. Example: The teacher explains content using PowerPoint slides, Videos, actions songs, etc., and its connection to the learning objective cannot be inferred.	The teacher uses technological tools to explain content and explicitly connects them to the learning objectives. Example: During a maths class, the teacher explicitly states the learning objective of 2-digit addition and proceeds to play an informative video about 2-digit addition and explains the concept through it.

3. CLASSROOM MANAGEMENT AND ORGANIZATION			
	Low	Medium	High
3.1 The teacher uses positive discipline methods	The teacher uses negative words with students while disciplining them. <i>For example: the teacher may shout at students or call them negative words if the class is not well behaved.</i>	The teacher makes simple neutral statements when disciplining students <i>For example: When the teacher sees that a few students are talking among each other while the teacher is teaching, the teacher asks them to be quiet and do their task.</i>	When a problem arises, the teacher disciplines students by using positive words and explains to students why they should not misbehave <i>For example: If students are talking loudly and being disruptive during a lesson, the teacher says, "Can you please pay attention to the lesson, remember that you are good students"</i> * Alternatively, the teacher is not observed disciplining students but the class is well-behaved
3.2 The teacher demonstrates respect and tolerance towards all students in interactions.	The teacher does not treat all students respectfully. <i>For example: The teacher may shout at some students, shame them, or use corporal punishment to discipline them.</i>	The teacher treats all students somewhat respectfully. <i>For example, the teacher does not treat students disrespectfully (e.g., s/he does not yell at or make fun of students), but does not show clear signs of respect toward students either (e.g., call students by their names, say "please" or "thank you").</i>	The teacher treats all students respectfully. <i>For example: The teacher uses students' names, and says "please" and "thank you"</i>
3.3 The teacher maintains a supportive, print-rich learning environment with appropriate resources.	The teacher does not have supportive material to facilitate student learning	Supportive learning material is printed/developed by the teacher or students and visible in the classroom. <i>For example, the observer can see chart papers or other material visible either on the walls or available in the classroom</i>	Supportive learning material is printed/developed by the teacher and the teacher integrates the learning material during the lesson by referring to the information on the material during the lesson. <i>For example, while teaching Nouns the teacher refers to the pictures of fruit and vegetables on the chart paper on the wall and tells students that these are nouns or asks them to identify them as nouns.</i>
3.4 Students collaborate with one another through peer interaction	Students do not collaborate OR when students interact with one another, they display negative behaviors. <i>For example: When asked to pick partners for an activity, students purposefully exclude one or more of their peers</i>	Students have some collaborations; there may also be minimal instances where students display negative behaviors (e.g., teasing, pushing, bullying); however, these behaviors are isolated and minor or playful (i.e., no student is upset) and are not a core characteristic of the classroom. <i>For example: Students share materials among themselves in a group, but they complete the activity independently and do not collaborate on problem sets</i>	Students collaborate by working together to produce a product, solve a problem, complete a worksheet, or present a new idea. There are no displays of negative behavior. <i>For example: Students work in groups to complete a task that requires collaboration, such as creating a diagram of the water cycle or coming up with skits to illustrate a set of vocabulary words. Alternatively, students help each other solve a math problem.</i>
3.5 (Only for multi-grade) Teacher effectively manages multi-grade classes, ensuring appropriate attention and instruction for all grade levels.	The teacher does not effectively manage multi-grade classes, ensuring appropriate attention and instruction for all grade levels.	Teacher effectively manages multi-grade classes, to some extent. Ensuring appropriate attention and instruction for all grade levels.	The teacher effectively manages multi-grade classes. Ensuring appropriate attention and instruction for all grade levels.

کمرہ جماعت کے مشاہدے کی اسکرنگ کے لیے تفصیل			
زیادہ	درمیانہ	کم	سبق کی منصوبہ سازی
استاد کمرہ جماعت میں اپنے ساتھ ایک آسان سبق کا منصوبہ رکھتا ہے اور سبق کے دوران سبق کے منصوبے کی ساخت کی پیروی کرتا ہے۔ مثال کے طور پر، سبق کا منصوبہ استاد کو ایک نوٹ بک یا پرنٹ شدہ کاغذی میں دستیاب ہے۔ سبق کا منصوبہ اچھی طرح سے ترتیب دیا گیا ہے اور اس میں طالب علم کے سیکھنے کے نتائج کا ذکر ہے۔ استاد سبق کے دوران سبق کے منصوبے پر عمل کر رہا ہے۔	استاد کے پاس سبق کی منصوبہ بندی نہیں ہوتی لیکن سبق کا مشاہدہ کرنے سے آپ دیکھ سکتے ہیں کہ سبق اچھی طرح سے ترتیب دیا گیا تھا اور استاد تیار تھا۔ مثال کے طور پر، استاد ایک سیکھنے کا مقصد متعین کرنے کے قابل تھا اور پھر اس کے پاس ایسی سرگرمیاں ہیں جو سبق کے دوران سیکھنے کے مقصد سے ہم آہنگ ہوں۔	استاد کے پاس کمرہ جماعت میں سبق کا منصوبہ نہیں ہے اور سبق کے منصوبے پر عمل نہیں کیا۔	1.1 استاد کے پاس اچھا لکھا ہوا سبقی منصوبہ موجود ہے جس پر وہ عمل بھی کر رہا ہے اور ایس ایل او (SLO) واضح بیان کیے گئے ہیں۔
استاد طالب علم کے سیکھنے کے نتائج / موضوع پر بات کرتا ہے (بتاتا اور / یا لکھتا ہے) اور پوری کلاس کے دوران سبق کے مقاصد کو درپا کرتا ہے۔ مثال کے طور پر: کلاس کے آغاز میں استاد کہتا ہے، "آج ہم کمرہ کو ضرب دینا سیکھ رہے ہیں۔" ہر سبق کی سرگرمی کا تعلق کمرہ کو ضرب دینے کے مقصد سے ہے۔	استاد نے طالب علم کے سیکھنے کے وسیع نتائج یا سبق کا مقصد / موضوع یا مقصد / موضوع واضح طور پر بیان اور / یا لکھا نہیں ہے لیکن سبق کی سرگرمیوں کو دیکھ کر آپ بتا سکتے ہیں کہ اس سبق کا مقصد / موضوع کیا ہے۔ مثال کے طور پر: استاد کہتا ہے، "آج ہم ضرب کے بارے میں سیکھنے جارہے ہیں،" لیکن اس کی وضاحت نہیں کرتا کہ سبق کمرہ کو ضرب دینے کے بارے میں ہے۔ ایک اور مثال یہ ہو سکتی ہے کہ سبق کی سرگرمیاں اس بات پر مرکوز ہو سکتی ہیں کہ پورے نمبر کو کیسے تقسیم کیا جائے، لیکن	استاد طالب علم کے سیکھنے کے نتائج (موضوعات) کے بارے میں بات نہیں کرتا (بتاتا یا لکھتا ہے) اور نہ ہی آپ سبق کی سرگرمیوں سے مقصد / موضوع کو سمجھ سکتے ہیں۔ مثال کے طور پر: استاد طلباء سے باری باری تفصیلی لگانے اور کاغذ کے بارے میں سبق پڑھنے کو کہتا ہے۔ اس کے بعد وہ بقیہ سبق کا شکوکہ اور اس میں شامل مخصوص عمل پر بحث کرنے میں صرف کرتا ہے۔ استاد یہ نہیں بتاتا کہ سبق کا مقصد کیا ہے، اور سرگرمیوں سے سبق کا مقصد کیا ہے۔ اور اس سے سبق کا مقصد جاننا مشکل ہے (اس مثال میں، مقصد زبانی پڑھنے کی	1.2 استاد نے سبق کے شروع اور درمیان میں ایس ایل او (SLO) واضح بیان کیے۔

	تدریسی مشق	2.1 استاد نے متعدد نمائندگان کیوں کا استعمال کرتے ہوئے کلیدی تصورات کی وضاحت کی۔ * عملیات میں شامل ہیں: سبق کو پڑھنا یا اس کی وضاحت کرنا، بورڈ پر لکھنا، اضافی مواد، جسمانی مظاہرہ، ویڈیو	2.2 استاد نے طلباء کی شرکت کو یقینی بنایا۔
روائی کو فروغ دینا، الفاظ کو تیار کرنا، بار بار امت کے بارے میں سیکھنا ہو سکتا ہے۔	کم	(a) استاد نمائندگی کی صرف ایک قسم استعمال کرتے ہوئے مواد کی وضاحت کرتا ہے یا مواد کی وضاحت نہیں کی جاتی ہے۔ (b) مثال کے طور پر: استاد کہتا ہے، "کس ایک شمار کنندہ اور نسب نما کا مجموعہ ہے"، بغیر سبق کے حصے کے دوران کسی سر کی کوئی تحریری یا دیگر بصری نمائندگی فراہم کیے بغیر۔ متبادل طور پر، استاد مواد کی کوئی وضاحت فراہم نہیں کر سکتا، بہت زیادہ محنتی اصطلاحات استعمال کر سکتا ہے بغیر یہ بتائے کہ اس کا کیا مطلب ہے، اور / یا بغیر کسی وضاحتی ترتیب یا تعلق کے خیالات کی وضاحت کر سکتا ہے۔ مزید یہ کہ، استاد ان اصطلاحات کی وضاحت کیے بغیر کہہ سکتا ہے، "کس ایک شمار کنندہ اور نسب نما کا مجموعہ ہے۔"	استاد طالب علم کی شرکت کو یقینی نہیں بناتا ہے۔
"ہم ضرب سیکھیں گے۔"	درمیانہ	(c) استاد نمائندگی کی دو اقسام کا استعمال کرتے ہوئے مواد کی وضاحت کرتا ہے۔ (d) مثال کے طور پر: استاد کہتا ہے، "کس ایک شمار کنندہ اور نسب نما کا مجموعہ ہے"، اور بورڈ پر کسی کسر کی مثال لکھتا ہے۔ لسانی مہارت کے سبق میں، استاد بتاتا ہے کہ فعل ایک عمل ہے اور ایک جملہ لکھتا ہے جس میں ایک فعل ہوتا ہے جو بورڈ پر لکھا ہوتا ہے۔	استاد عام مثالیں دے کر طلبہ کو کلاس میں حصہ لینے کی ترغیب دیتا ہے۔ مثال کے طور پر، استاد جب سوال پوچھتا ہے تو پوری جماعت کو بولنے کو کہتا ہے۔ یا اگر استاد کچھ طالب علموں کو شریک نہیں ہوتے دیکھتا ہے تو وہ پوری جماعت سے کہتا ہے کہ وہ شرکت کرے۔
	زیادہ	(e) استاد نمائندگی کی تین یا زیادہ اقسام، یا سرگرمیوں کی اقسام کا استعمال کرتے ہوئے مواد کی وضاحت کرتا ہے۔ مثال کے طور پر: استاد کہتا ہے، "کس ایک شمار کنندہ اور نسب نما کا مجموعہ ہے"، اور بورڈ پر 4/1 کی مثال لکھتے ہیں۔ بعد میں سبق میں، استاد کاغذ کے ایک ٹکڑے کو چوتھائیوں میں تہہ کر کے اور ایک مربع میں رنگ کر کے مواد کی وضاحت کے لیے ایک بصری معاون کا استعمال کرتا ہے۔ لسانی مہارت کے سبق میں، استاد بتاتا ہے کہ فعل ایک عمل ہے اور ایک جملہ لکھتا ہے جس میں ایک فعل ہوتا ہے جو بورڈ پر لکھا ہوتا ہے۔ استاد پھر اسی طرح کے عمل کی نقل کرتا ہے اور طلباء سے فعل کی ان مثالوں کی نشاندہی کرنے کو کہتا ہے۔	استاد اس بات کو یقینی بناتا ہے کہ تمام طلباء سبق میں شرکت کریں اور انفرادی طور پر کسی بھی ایسے طالب علم کی شناخت کر کے جو حصہ نہیں لے رہا ہے انہیں بھی حصہ لینے کی ترغیب دیتا ہے۔ مثال کے طور پر، سبق پڑھتے وقت استاد دیکھتا ہے کہ کلاس کے پچھلے حصے میں طلباء حصہ نہیں لے رہے ہیں، استاد خاص طور پر ان طلباء کی نشاندہی کرتا ہے اور انہیں

		ایک اور مثال یہ ہے کہ ایک پیر اگر آف پڑھنے سے پہلے استاد کہتا ہے کہ جب میں پڑھتا ہوں تو میرے بعد دہرائیں۔	حصہ لینے کی ترغیب دیتا ہے یا استاد ایک سرگرمی کا انعقاد کرتا ہے اور تصادفی طور پر طلباء سے حصہ لینے کے لیے کہتا ہے، استاد نمایاں کرتا ہے وہ طلباء جو شرکت نہیں کر رہے ہیں اور ان سے سوالات پوچھتے ہیں یا ان سے انفرادی طور پر شرکت کے لیے کہتا ہے۔
2.3 استاد نے طلباء کی صابقہ معلومات کو رجوع کیا۔	استاد اسی مضمون کے پچھلے اسباق یا کسی دوسرے مضمون کے اسباق میں جو کچھ پڑھایا جا رہا ہے اسے تعلق نہیں جوڑتا۔	استاد ایک ہی مضمون کے پچھلے اسباق یا کسی دوسرے مضمون کے اسباق سے طلباء کی سیکھنے والی معلومات سے غیر واضح تعلق قائم کرتا ہے۔ مثال کے طور پر: سبق کا تعارف کرتے وقت استاد کہتا ہے، "یاد ہے کل ہم نے مکمل اعداد کو جوڑنے کے اصول سیکھے تھے؟ اب ہم ان اصولوں کو استعمال کرنے جا رہے ہیں اور ان کا اطلاق مختلف کسر کو شامل کرنے پر کریں گے۔ تاہم، یہ بتاتے وقت کہ کسر کو کیسے شامل کیا جائے، استاد اصولوں کو مکمل نمبروں کے قواعد سے نہیں جوڑتا ہے۔	استاد معنی خیز طور پر اسی مضمون کے پچھلے اسباق یا کسی دوسرے مضمون کے اسباق سے سیکھنے والے طلباء کی سیکھنے والی معلومات سے تعلق جوڑتا ہے۔ مثال کے طور پر جب کسی کلاس کو کسر پڑھاتے ہیں، تو استاد یہ کہہ کر سبق کو پچھلے سبق سے جوڑتا ہے، "یاد ہے کل جب ہم نے نصف کے بارے میں سیکھا؟ ہم نے سیکھا کہ جب ہم ایک لک کے آدھا کاٹتے ہیں تو دو لوگ اسے برابر بانٹ سکتے ہیں۔ آج ہم سیکھیں گے کہ ایک کو چار حصوں میں کیسے تقسیم کیا جاتا ہے، تاکہ چار لوگ اسے بانٹ سکیں۔ جب ہم آدھے حصے بنا رہے تھے، ہم نے اس بات کو یقینی بنایا کہ ہمارے پاس ایک جیسے سائز کے دو حصے ہوں۔ جب ہم چار حصے بنا رہے ہوئے ہیں تو یہی سچ ہے: ہمیں حصے ایک ہی سائز میں رکھنا ہوں گے۔ موجودہ سبق اور دیگر مواد کے علم اور / یا طلباء کی روزمرہ زندگی کے درمیان تعلق واضح ہے۔
2.4 استاد نے طلباء کے سیکھنے کا اندازہ لگانے کے لیے کیا (معلومات کی یاد دہانی) سوالات پوچھے یا کام دیے۔	استاد طلبہ کے سیکھنے کا اندازہ نہیں لگاتا۔	استاد کمرہ جماعت میں کچھ طلباء (آدھے سے کم) کے سیکھنے کا اندازہ یا تو کیا سوالات پوچھ کر یا انہیں کام دے کر کرتا ہے۔	استاد کمرہ جماعت میں زیادہ تر طلباء (آدھے سے زیادہ) کے سیکھنے کا اندازہ یا تو ان سے کیا سوالات پوچھ کر یا انہیں کام دے کر کرتا ہے۔

مثال کے طور پر، استاد پڑھانے کے بعد زیادہ تر طلباء سے آسان سوالات پوچھتا ہے اور کچھ انفرادی سطح کے سوالات بھی پوچھتا ہے لیکن تصادفی طور پر چند طلباء کا انتخاب کرتا ہے۔ ایک اور مثال یہ ہے کہ کسی تصور کی وضاحت کے بعد استاد پوچھتا ہے، "کیا آپ سب سمجھ گئے ہیں؟" مگر وہ جماعت میں طلباء سب مل کر جواب دیتے ہیں، "ہاں، ہم سمجھ گئے ہیں۔"	مثال کے طور پر، استاد پڑھانے کے بعد چند طالب علموں سے سادہ سوالات پوچھتا ہے اور کچھ جماعت میں موجود تمام طلبہ ایک ہی وقت میں جواب دیتے ہیں اور استاد یہ نہیں دیکھتا کہ آیا سبھی یا صرف کچھ طلبہ سمجھ رہے ہیں۔ ایک اور مثال یہ ہے کہ کسی تصور کی وضاحت کے بعد استاد پوچھتا ہے، "کیا آپ سب سمجھ گئے ہیں؟" مگر وہ جماعت میں طلباء سب مل کر جواب دیتے ہیں، "ہاں، ہم سمجھ گئے ہیں۔"	استاد طلباء کی نگرانی نہیں کرتا جب وہ آزادانہ طور پر یا گروپ میں کام کر رہے ہوں۔ مثال کے طور پر: جب طلباء کام کر رہے ہوتے ہیں تو استاد اپنی میز پر بیٹھتا ہے یا کلاس کے سامنے کھڑا رہتا ہے۔	2.5 استاد طلباء کی پیش رفت کی نگرانی کرنے اور مصروفیت کو یقینی بنانے کے لیے کلاس روم میں گھومتا ہے۔
استاد کلاس روم میں گھوم کر زیادہ تر طلباء کی انفرادی یا گروپ میں کام کے دوران کی سمجھ کی جانچ کرتا ہے۔ مثال کے طور پر: جب طلباء کام کر رہے ہوتے ہیں، استاد کلاس روم میں گھومتا ہے، اس بات کو یقینی بناتا ہے کہ طلباء یا گروپ سے رابطہ کریں۔ استاد زیادہ تر طلباء کے کام کا مشاہدہ کرتا ہے، تصورات کو واضح کرتا ہے، اور سوالات پوچھتا ہے۔	مثال کے طور پر استاد درستی کے لیے طالب علم کے کچھ کام کا مشاہدہ کرتا ہے، تصورات کو واضح کرتا ہے، یا سوالات پوچھتا ہے۔	استاد یا تو طالب علموں کو ان کی غلط سمجھنے کے بارے میں رائے / اشارے فراہم نہیں کرتا ہے یا فراہم کردہ تبصرے سادہ، تشخیصی جملے ہیں (مثال کے طور پر، "یہ غلط ہے")۔	2.6 استاد نے ہر طالب علم کو مخصوص رائے دی۔
استاد طلباء کو مخصوص رائے / اشارے فراہم کرتا ہے جس میں اہم معلومات ہوتی ہیں جو طلباء کی غلط سمجھنے کو واضح کرنے میں مدد کرتی ہیں۔	استاد طلباء کو ان کی غلط سمجھنے کے بارے میں عمومی یا پوشیدہ رائے / اشارے فراہم کرتا ہے۔	استاد یا تو طالب علموں کو ان کی غلط سمجھنے کے بارے میں رائے / اشارے فراہم نہیں کرتا ہے یا فراہم کردہ تبصرے سادہ، تشخیصی جملے ہیں (مثال کے طور پر، "یہ غلط ہے")۔	2.6 استاد نے ہر طالب علم کو مخصوص رائے دی۔

مثال کے طور پر، استاد کہتا ہے، "کیا آپ کو یاد ہے کہ جب ہم ایک شبت اور منفی نمبر کو ضرب دیتے ہیں تو کیا ہوتا ہے؟ آئیے آپ کا کام دیکھیں۔ اب، آئیے آپ کا جواب دیکھتے ہیں۔ صحیح جواب تلاش کرنے کے لیے آپ کو کیا تبدیل کرنے کی ضرورت ہے؟"	مثال کے طور پر: نمبریاتی کی کلاس میں، استاد مزید معلومات یا اشارے فراہم کیے بغیر کہتا ہے، "آپ منفی نشان شامل کرنا ہول گئے۔"	مثال کے طور پر: جب کوئی طالب علم استاد کے سوال کا غلط جواب دیتا ہے، تو استاد یہ کہہ کر جواب دیتا ہے، "یہ صحیح جواب نہیں ہے،" اور آگے بڑھاتا ہے۔	
استاد طالب علموں کو ان تصورات کو سمجھنے کے مزید مواقع دے کر جو ان سے رہ گئے ہیں، طلبہ کے لیے تدریس کو کافی حد تک تبدیل کرتا ہے۔ استاد طلبہ کو پڑھائے جانے والے تصور کو بہتر طور پر سمجھنے میں مدد کرنے کے لیے معلومات کو مختلف طریقے سے بھی پیش کر سکتا ہے۔ استاد ان لوگوں کے لیے مزید مشکل کام بھی فراہم کر سکتا ہے جو پہلے سے ہی اچھی سمجھ رکھتے ہیں۔ مثال کے طور پر، استاد یورڈر 3×7 اور $3 + 7$ کو لکھتا ہے اور پھر مختلف طلبہ سے یہ بتانے کو کہتا ہے کہ فرق کیا ہے۔ پھر استاد خود اس فرق کی وضاحت کرتا ہے اور طلبہ کو جواب دینے کے لیے اسی طرح کی ایک اور مثال دیتا ہے۔	استاد تدریس کو کچھ تبدیل کرتا ہے، لیکن یہ تبدیلی مختصر ہے، اور بہت واضح نہیں ہے۔ مثال کے طور پر: ضرب کا سوال 3×7 حل کرتے وقت، ایک طالب علم اس عمل کو جمع کے ساتھ الجھا دیتا ہے اور 10 کا جواب دیتا ہے۔ جواب میں، استاد طلبہ کو یاد دلاتے ہیں کہ وہ ضرب کر رہے ہیں نہ کہ جمع۔ * اگر استاد پڑھا تا رہتا ہے، اور اسے تبدیلی کی بظاہر ضرورت نہیں ہے، تو اسے درمیانہ (میڈیم) کے طور پر اسکو رکھنا چاہتا ہے۔	استاد طلبہ کے مطابق تدریس کو تبدیل نہیں کرتا رہا۔ مثال کے طور پر: استاد محسوس کر سکتا ہے کہ بہت سے طلبہ کو غلط جواب مل رہے ہیں لیکن دوبارہ تصور کی وضاحت نہیں کرتا۔ اس کے بجائے، استاد نصاب کے اگلے سبق کو جاری رکھتا ہے۔	2.7 استاد طلبہ کے مطابق تدریس کو تبدیل کرتا رہا۔
استاد طلبہ کو بہت واضح اور درست ہدایات دیتا ہے۔ مثال کے طور پر، کلاس شروع ہونے سے پہلے یا سبق کے دوران ہر سرگرمی شروع کرنے سے پہلے استاد پوری کلاس کو عمومی ہدایات دیتا ہے کام کو مکمل کرنے کے لیے 5 منٹ ہیں، اس کے بعد میں	استاد کسی حد تک واضح ہدایات دیتا ہے۔ مثال کے طور پر، سبق شروع ہونے سے پہلے یا سبق کے دوران ہر سرگرمی شروع کرنے سے پہلے استاد پوری کلاس کو عمومی ہدایات دیتا ہے	استاد کی ہدایات واضح نہیں ہیں۔	2.8 کام اور سرگرمیوں کے بارے میں استاد کی ہدایات واضح نہیں۔

آپ کا کام چیک کروں گا یا براہ کرم اپنی کتابیں کھولیں۔ صفحہ 23 پر اور دوسرا پیرا اگر آف پڑھیں، آپ کے پاس 10 منٹ ہیں۔	جیسے براہ کرم خاموش رہو یا براہ کرم اس سوال پر جلدی سے کام کریں، وغیرہ۔	استاد نے کسی حد تک اعلیٰ درجے کی مہارتیں تیار کی۔	استاد اعلیٰ درجے کی مہارتیں تیار کرتا رہا۔ مثال کے طور پر: استاد کہتا ہے، "براہ کرم اپنا گلوٹا اوپر رکھیں اگر آپ متفق ہیں یا اگر آپ اس سے متفق نہیں ہیں تو نیچے رکھیں: مساوی مثلث کے زاویے برابر ہیں۔" استاد تمام طلباء کو اپنے جوابات دینے کے لیے دوسرے طریقے بھی استعمال کر سکتا ہے، جیسے: - طلباء کو اپنی نوٹ بک میں جواب لکھنے اور جواب چیک کرنے کا کام دینا، طلباء سے فعل کا استعمال کرتے ہوئے خود ایک جملہ لکھنے کو کہتے ہیں اور پھر ہر طالب علم سے اس جملے کو پڑھنے کو کہتے ہیں جو اس نے لکھا تھا۔	2.9 استاد نے اعلیٰ درجے کی مہارتیں (تحقیقی سوچ، مسئلہ حل کرنا، تخلیقی سوچ) تیار کی۔ کیوں / کیسے / اگر پوچھنا یا جواز / دلیل کے لیے سوال پوچھنا نوٹ: یہ سوالات یا تو زبانی طور پر پوچھے جاسکتے ہیں یا تحریری کام کی صورت میں جو طلباء کو انجام دینے ہوتے ہیں۔	استاد نے اعلیٰ درجے کی مہارتیں (تحقیقی سوچ، مسئلہ حل کرنا، تخلیقی سوچ) تیار نہیں کی۔	استاد کسی حد تک طلباء کے درمیان بحث و مباحثہ کو آسان بناتا ہے۔ مثال کے طور پر، سبق کے دوران، استاد ایک طالب علم سے ایک سوال پوچھتا ہے اور پھر دوسرے طالب علم سے پوچھتا ہے کہ آیا وہ متفق ہے یا متفق نہیں یا مزید اضافہ کرنا چاہے گا۔	2.10 طلباء کے درمیان بحث و مباحثہ کی سہولت فراہم کرنا۔	طلباء کے درمیان بحث و مباحثہ کی سہولت فراہم نہیں کرنا۔	استاد طلباء کے درمیان بحث و مباحثہ کی بہت سہولت فراہم کرنا ہے۔ مثال کے طور پر، جب طالب علم ایک کام مکمل کر لیتے ہیں تو استاد ان سے جوڑوں میں بیٹھنے اور ایک دوسرے کے ساتھ اپنے جوابات پر بحث و مباحثہ کرنے کو کہتا ہے۔ یا استاد تین یا زیادہ طلباء کا ایک گروپ تیار کرتا ہے اور انہیں ایک ساتھ مکمل کرنے کے لیے ایک کام دیتا ہے۔
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2.1.1	استاد نے سیکھنے کی سرگرمیوں کو بڑھانے کے لیے ٹیکنالوجی کا استعمال کیا۔	ٹیکنالوجی کا استعمال نہیں کیا۔	استاد نے سیکھنے کی سرگرمیوں کو بڑھانے کے لیے ٹیکنالوجی کا استعمال نہیں کیا۔	2.1.1
3.1	استاد نے نظم و ضبط کے مثبت طریقے استعمال کیے اور تمام طلباء کے ساتھ مساوی کا سلوک رکھا۔	استاد طلبہ کے ساتھ نظم و ضبط کے دوران سخت الفاظ استعمال کرتا ہے۔ مثال کے طور پر: اگر کلاس میں اچھا برتاؤ نہیں کیا جاتا ہے تو استاد طلباء پر چیخ سکتا ہے یا انہیں سخت الفاظ کہہ سکتا ہے۔	طالب علموں کو نظم و ضبط دینے وقت استاد سادہ غیر جانبدارانہ باتیں کہتا ہے۔ مثال کے طور پر: جب استاد دیکھتا ہے کہ استاد پر زحما رہے ہیں تو چند طالب علم آپس میں باتیں کر رہے ہیں، استاد انہیں خاموش رہنے اور اپنا کام کرنے کو کہتا ہے۔	3.1
3.2	استاد نے باہت چیت میں تمام طلباء کے ساتھ احترام اور رواداری کا مظاہرہ کیا۔	استاد تمام طالب علموں سے احترام سے پیش نہیں آتا۔	استاد تمام طلباء سے کچھ احترام سے پیش آتا ہے۔	3.2
زیادہ	استاد مواد کی وضاحت کے لیے تکنیکی اشیاء کا استعمال کرتا ہے اور انہیں سیکھنے کے مقاصد سے واضح طور پر جوڑتا ہے۔ مثال: ریاضی کی کلاس کے دوران، استاد واضح طور پر 2 ہندسوں کی جمع کے سیکھنے کا مقصد بیان کرتا ہے اور 2 ہندسوں کی جمع کے بارے میں ایک معلوماتی ویڈیو چلاتا ہے اور اس کے ذریعے قصور کی وضاحت کرتا ہے۔	زیادہ	جب کوئی مسئلہ پیدا ہوتا ہے، تو استاد مثبت الفاظ استعمال کر کے طلباء کو تمیز سکھاتا ہے اور طلباء کو سمجھاتا ہے کہ انہیں بد تمیزی کیوں نہیں کرنی چاہیے۔ مثال کے طور پر: اگر طالب علم سبق کے دوران اونچی آواز میں بات کر رہے ہیں اور خلل ڈال رہے ہیں، تو استاد کہتا ہے، "کیا آپ براہ کرم سبق پر توجہ دے سکتے ہیں، یاد رکھیں کہ آپ اچھے طالب علم ہیں۔" * متبادل طور پر، استاد کو طلباء کو نظم و ضبط سکھاتے نہیں دیکھا جاتا ہے لیکن کلاس کے ساتھ اچھا برتاؤ ہوتا ہے۔	زیادہ

مثال کے طور پر: استاد کچھ طلباء پر چشتا ہے، انہیں شرمندہ کرتا ہے، یا انہیں منظم کرنے کے لیے جسمانی سزا کا استعمال کرتا ہے۔	مثال کے طور پر، استاد طلباء کے ساتھ بے عزتی کا سلوک نہیں کرتا ہے (مثال کے طور پر، وہ طالب علموں پر نہیں چلاتا اور نہ ہی ان کا مذاق اڑاتا ہے)، لیکن طالب علموں کے ساتھ احترام کے واضح آثار بھی نہیں دکھاتا ہے (مثلاً، طلباء کو ان کے ناموں سے پکارتیں، کہیں "براہ کرم" یا "شکریہ")۔	مثال کے طور پر، استاد کچھ تعاون ہے: ایسی کم سے کم مثالیں بھی ہو سکتی ہیں جہاں طلباء برے رویوں کا مظاہرہ کرتے ہیں (مثلاً، چھیڑنا، دھکا دینا، غنڈہ گردی)؛ تاہم، یہ رویے الگ تھلک اور معمولی یا پچھل ہیں (یعنی کوئی طالب علم پریشان نہیں ہے) اور کلاس روم کی بنیادی خصوصیت نہیں ہیں۔	مثال کے طور پر: استاد طلباء کے نام استعمال کرتا ہے، اور کہتا ہے "براہ کرم" اور "شکریہ"
3.3 استاد نے مناسب وسائل کے ساتھ ایک معاون پرنٹ سے بھرپور (Print rich) تعلیمی ماحول کو برقرار رکھا۔	استاد کے پاس طالب علم کے سیکھنے کی سہولت کے لیے معاون مواد نہیں ہے۔	معاون کچھ کامدادی طلباء کے ذریعہ پرنٹ / تیار کیا جاتا ہے، اور کلاس روم میں نظر آتا ہے۔	استاد نے معاون کچھ کامدادی پرنٹ / تیار کیا ہے اور استاد سبق کے دوران مواد سے متعلق معلومات کا حوالہ دے کر سبق کے دوران سیکھنے کے مواد کا حوالہ دیتا ہے۔
3.4 طلباء بات چیت کے ذریعے ایک دوسرے کے ساتھ تعاون کرتے ہیں۔	طلباء تعاون نہیں کرتے ہیں یا جب طلباء ایک دوسرے کے ساتھ بات چیت کرتے ہیں تو وہ، اروا یا ظاہر کرتے ہیں۔	طلباء میں کچھ تعاون ہے: ایسی کم سے کم مثالیں بھی ہو سکتی ہیں جہاں طلباء برے رویوں کا مظاہرہ کرتے ہیں (مثلاً، چھیڑنا، دھکا دینا، غنڈہ گردی)؛ تاہم، یہ رویے الگ تھلک اور معمولی یا پچھل ہیں (یعنی کوئی طالب علم پریشان نہیں ہے) اور کلاس روم کی بنیادی خصوصیت نہیں ہیں۔	مثال کے طور پر: طلباء گروپوں میں کام کرتے ہیں تاکہ کسی کام کو مکمل کرنے کے لیے تعاون کی ضرورت ہو، جیسے کہ پانی کے نظام کا ناکہ بنانا یا ذخیرہ الفاظ کو واضح کرنے کے

لیے کا خاکہ پیش کرنا۔ متبادل طور پر، طلباء ریاضی کے مسئلے کو حل کرنے میں ایک دوسرے کی مدد کرتے ہیں۔	مثال کے طور پر: طلباء ایک گروپ میں آپس میں مواد بانٹتے ہیں، لیکن وہ سرگرمی کو آزادانہ طور پر مکمل کرتے ہیں اور مسائل ہونے پر تعاون نہیں کرتے ہیں۔	استاد نے تمام درجات کے لیے مناسب توجہ اور ہدایات کو یقینی بناتے ہوئے کثیر تعداد (ملٹی گریڈ) درجات کا مؤثر طریقے سے انتظام نہیں کیا۔	3.5 (صرف کثیر تعداد کے لیے) استاد نے تمام درجات کے لیے مناسب توجہ اور ہدایات کو یقینی بناتے ہوئے کثیر تعداد (ملٹی گریڈ) کا مؤثر طریقے سے انتظام کیا۔
استاد مؤثر طریقے سے کثیر درجات کا انتظام کرتا ہے۔ تمام درجات کے لیے مناسب توجہ اور ہدایات کو یقینی بناتا۔	استاد مؤثر طریقے سے کثیر تعداد (ملٹی گریڈ) درجات کا کسی حد تک انتظام کرتا ہے۔ تمام درجات کے لیے مناسب توجہ اور ہدایات کو یقینی بناتا۔	استاد نے تمام درجات کے لیے مناسب توجہ اور ہدایات کو یقینی بناتے ہوئے کثیر تعداد (ملٹی گریڈ) درجات کا مؤثر طریقے سے انتظام نہیں کیا۔	



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