







Academic Supervision and Mentoring Programme

PILOT AND BASELINE REPORT



Balochistan Student Learning Improvement Programme (BSLP)

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Acronyms

AKU IED Aga Khan University Institute of Educational Development **ASMP** Academic Supervision and Mentoring Programme **BAEC** Balochistan Assessment and Examination Commission **BESP** Balochistan Education Sector Plan CE Cambridge Education COT Classroom Observation Tool EU **European Union GPE** Global Partnership for Education National Professional Standards for Teachers **NPST PITE** Provincial Institute for Teacher Education

SED School Education Department

TPD Teachers' Professional Development

UNICEF United Nation International Children Emergency Fund

01. Background

1.1 Context

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 headteachers 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 UNICEF, funded by the Global Partnership for Education (GPE) and co-funded by the European Union (EU).

1.2 Introduction to Academic Supervision and Mentoring Programme

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 continuous 1. 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, UNICEF, 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

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

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.

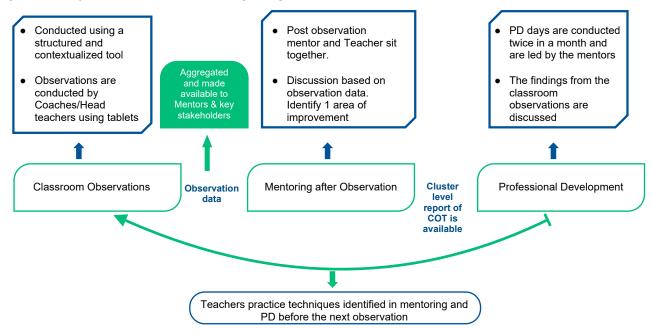
The first step in developing an observation based ASMP was the identification of a prioritized set of teaching practices to use for observation and support. Stakeholders identified the teaching practices for the COT through a process of thorough review of the National Performance Standards for Teachers (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 Consultative workshops with the key stakeholders were conducted 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.
- **3. Step 3:** Professional Development: Conducted twice a month by the mentors (once each for primary and higher levels), 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



1.3 Methodology used for development of Academic Supervision and Mentoring Programme – from overarching standards to observable teacher competencies:

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

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

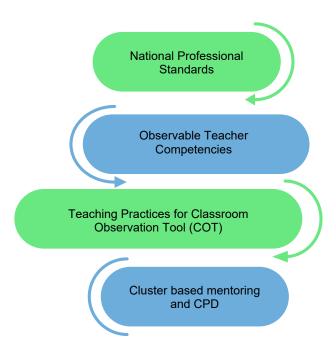
- Evidence-based: The program should ensure the use of evidence to provide narrow and structured support to teachers at the school and cluster level.
- Reliance on local resources: Make use of existing resources in the system to ensure effective and efficient implementation and sustainability in the 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 provide an overview of the methodological steps undertaken to ensure the design of the ASMP is fully aligned with the above guiding principles.

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

As shown in figure 2 below, the ten NPST were analysed in detail to distil observable teacher competencies from them. These competencies were used to identify specific teaching practices for use in a Classroom Observation Tool (COT). The practical application of these practices was aimed at observing and improving teaching practices in the classroom. It is expected that the observed practices will provide a basis for cluster-based mentoring and CPD and thus reinforce teaching quality and effectiveness.

Figure 2:



The contents of the NPST were subjected to observability criteria to narrowly identify the elements that align with classroom observation. Table 1 below provides a summary of our conclusions in this respect for each Standard defined in NPST (for detailed analysis the reader is referred to Annexure A).

National Professional Standards	Observability status
Standard-1: Subject Matter Knowledge	Subject Matter is not advisable during classroom observation as such measured through teachers' content knowledge surveys instead of COT3. assessment would largely depend on the subject matter expertise of the observers, which may be uneven. Therefore, it should be measured through teachers' content knowledge surveys instead of COT3.
Standard -2: Human Growth and Development	Human growth is defined as the overarching development of a teacher and their ability to understand the development of children. The advisable metric of measuring human development is not through a COT as it cannot be measured during one lesson.
Standard 3: Knowledge of Islamic ethical values /social life skills	Ethical and Social skills are translated into behaviours that teacher can exhibit during a lesson such as treating students with respect, ensuring equality among students during a lesson, and not being gender biased. Therefore, this competency can be measured through a COT
Standard 4: Instructional Planning and Strategies	Instructional Planning can be seen through the availability of a lesson plan with the teacher or observing the structure of the lesson to assess if the teacher has a plan for the lesson in their head. Further, the implementation of different strategies during the lesson can also be observed through a COT
Standard-5: Assessment	Teachers can perform formative assessments during the lesson to check the level of students understanding of the content and higher- order learning. This can be observed during the lesson by teachers' use of questions or giving students tasks followed by feedback and adjustment in teaching. A teacher's competency to conduct an assessment during a lesson can be measured through a COT.
Standard-6: Learning Environment	The learning environment of the classroom is defined by the level of opportunity the teacher gives to the students, the availability and use of learning material, and the student's collaboration with each other during the lesson. This competency of the teacher to develop a conducive learning environment can be measured through a COT.
Standard 7: Knowledge and Understanding	The teacher can develop the knowledge and understanding of students through the use of different instructional strategies questions and tasks that develop and test higher-order learning, these strategies are observable during a lesson and therefore can be reflected through measurable teaching practices in the COT
Standard -8: Collaboration and Partnership	A teacher's collaborations and partnerships are formed and can be observed outside a classroom as during a lesson a teacher will be leading the class on his/her own. Therefore, the COT cannot be used to measure this competency.
Standard -9: Continuous Professional Development	The CPD of the teacher includes activities that the teacher takes part in outside the classroom. Therefore it is impossible to observe the CPD of the teacher during a lesson and the COT is not the right tool to measure this competency.
Standard 10: Teaching English as a second/Foreign Language (ESL/EFL)	As English is now the medium of instruction with the implementation of a Single National Curriculum the use of English as a second language is irrelevant to measure as it is no longer treated as a skill but rather as the official medium of instruction.

1.3.2 Identification of Competencies

Based on the above analysis, following teacher competencies were identified. As will be elaborated subsequently, these competencies will provide a firm basis for the development of the COT.

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

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

Competency 3: Teachers use assessment to inform/adjust their instructional approaches to meet student learning needs.

Competency 4: Teachers create a positive child-friendly classroom environment by using appropriate strategies.

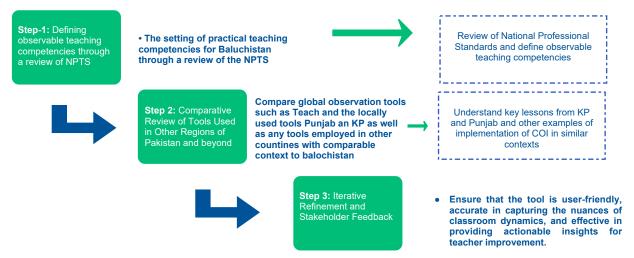
Competency 5: Teachers help the students develop problem-solving, critical thinking, and creativity.

Competency 6: Teachers manage the class in ways that maximize the use of available time for learning.

1.4 Developing a Classroom Observation Tool for Balochistan:

The COT is a structured tool to be used by mentors and academic supervisors during their visits to a classroom to observe a teacher. The key step is to expand the standards into observable Teaching practices that can be used to form a structured classroom observation tool (COT). The development of the COT followed the following key steps as mentioned in figure 3:

Figure 3:



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

1.4.1 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.

1.4.2 Step 2: Comparative review of observation tools used in other regions

Classroom observation-based mentoring programmes are currently being implemented across other provinces of Pakistan and also in other countries with education landscapes that can be compared to Balochistan. Therefore, to ensure that lessons from implementation in other regions are taken into account while developing the Balochistan-specific COT a thorough review of the COTs of other regions was conducted. In the review primarily four tools were considered:

- **Teach Tool:** Developed by the World Bank in 2017 and implemented across different countries including Pakistan.
- COT in KP: Used by School Leaders to conduct ongoing observations and provide support to teachers.
- **COT in Punjab:** Used by AEOs to conduct weekly observations of teachers and provide structured 1-1 Coaching.
- **COT in Nepal:** Developed by contextualizing the Teach tool to look at core teaching competencies and provide support to newly inducted teachers.

The observation tools were reviewed to ensure that the observable teaching practices developed by the expansion of the Teaching standards for Baluchistan were consistent with the teaching practices of the observation tools used in other regions. Further, the review was conducted to develop a meaningful sequence of teaching practices to ensure that the observer can use the tool easily in a classroom setting. Based on the exercise conducted in Step 1 and the review of the observation tools conducted in Step 2 a sequence of teaching practices was selected, and grouped into three major areas of teaching:

- Lesson Planning
- Teaching Practice
- Classroom Management and Organization

1.4.3 Step 3: Iterative Refinement and Stakeholder Feedback

The defined observable teacher competencies and teaching practices were discussed in a series of consultative workshops with key stakeholders in the education system of Balochistan to ensure that they rightfully reflect the context of the province and align with the priorities and perceptions of department

heads, development partners, head teachers, and teachers. The consultations were designed to achieve the following core objectives:

- Understand perceptions regarding Classroom Observations and Coaching.
- Provide information regarding the objectives of mentoring and observation.
- Create buy-in at different levels.
- Understand existing the CPD models and contours of the proposed coaching programme.

To achieve these objectives, the following two workshops were conducted attended by a different set of participants:

Workshop	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
Programme design and Validation workshop	Review of Teacher Competencies, COT, and Mentoring process	Department Heads and representatives from: • SED • BOC • PITE • BAEC • DEOs • UNICEF

1.4.4 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.

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. Provincial Institute of Teacher Education (PITE) will provide technical assistance in the implementation of mentoring programme. PITE will train mentors, use data from classroom observations to inform the system about areas where teachers need to improve and develop materials to support the continuous professional development of teachers on monthly professional development days.

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	Headteacher along with senior teachers	Male Female	Headteacher 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	Headteacher or senior teacher from the central/cluster 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.

2. Teacher Performance Baseline

2.1 Background Information

UNICEF in Balochistan is helping the School Education Department (SED) develop and rollout a comprehensive academic supervision and mentoring programme (ASMP) to provide regular observation-based mentoring to teachers in primary and middle schools across the province. Under this programme, a team of mentors has been recruited from among the existing teachers who expressed interest in taking on the additional role to implement the programme in each district of Balochistan. The recruitment was done through an interview process aligned with the terms of reference. Mentors will use a standardized classroom observation tool (COT) (Annex 1), which has been developed in coordination with SED. structured classroom observations based on the COT by mentors will assess the quality of teaching and learning activities focusing on a set of prioritized competencies embedded in the COT. The mentors will use these observations to provide feedback and support to the teachers. Apart from facilitating school-based mentoring support for teachers, the programme is expected to provide a robust mechanism to collect, collate, and process invaluable data from classrooms across the province for use by decision-makers at all tiers of the government.

Following extensive deliberations and discussions in several meetings and workshops over the past few months, the technical working group has completed the configuration and design of all elements of the academic supervision and mentoring programme. These include the classroom observation tool (COT); a scoring rubric accompanying the COT with guidelines for mentors; a package of roles and responsibilities for focal persons at all levels of the government; data collection and reporting mechanisms; and linkages between academic supervision and the system level professional development of teachers.

The next step was to test or pilot a prototype with additional support in select districts to assess the feasibility of full-scale implementation of the programme. Additional support included designed for the pilot included a detailed training workshop for identified mentors including sessions on administering the classroom observation tool, followed by preparatory school visits before the pilot. While the data collection and hosting platforms are being developed for the full scale rollout, UNICEF digitized the COT for the pilot and organized an extensive working session to familiarize the mentors with how data was supposed to be collected and reported through their smartphones. During the data collection process district education officials and trainers provided remote support and quality assurance to address technical and logistical challenges. The pilot rollout provided the opportunity to collect baseline data on teaching competencies that can be tracked over time to demonstrate the impact of regular observation-based mentoring.

This document provides a report on the pilot and findings from classroom observations that shall form the baseline for subsequent tracking over time. It provides details of the team's planning and approach for all elements of the pilot ranging from district-based implementation plans, capacity building for mentors including quality assurance and remote support, and data collection and reporting protocols. It also provides an overview of the sampling approach and limitations/challenges of leveraging existing resources within the system. The analysis of the data generated through classroom observations is done to (i) provide a cumulative snapshot indicative of the overall trends in the province; and (ii) provide district-based insights that can be built upon in subsequent iterations of data collection. Finally, the report provides an overview of the feedback from mentors over the course of the planning and pilot implementation in the form of specific recommendations that can improve the quality of the full-scale rollout of the programme.

2.2 Approach and Implementation Arrangement

As noted above, the academic supervision and mentoring programme has been designed to leverage existing opportunities within the education delivery and management system in Balochistan. While this is essential for system wide adoption of the initiative and its sustainability, it requires careful planning and support to utilize scarce human, technical, and financial resources within the system. Therefore, we consulted with UNICEF and the SED teams to plan for each phase of the pilot and baseline data collection for effective execution. This section provides the approach we deployed for each phase of implementation.

2.2.1 Capacity building

The success and sustainability of this initiative rests on a well-resourced, and trained team of academic supervisors and mentors. Balochistan Assessment and Examination Commission (BAEC) has recruited existing teachers as academic supervisors and mentors across the province based on several criteria deemed to align with their expected roles and responsibilities. The next step is to build on their existing credentials and capabilities to focus on a clear understanding of classroom observations, mentoring support, and data management. To facilitate pilot implementation and baseline data collection, we delivered a four- day training workshop in Quetta for academic supervisors and mentors from eight districts identified by the School Education Department (SED). The workshop was divided into several sessions focusing on different aspects of classroom observation using the approved COT, rubric for scoring and accompanied guidelines. The sessions relied on instructional classroom observation videos from other provinces to get a better understanding of different elements of a complete observation. The final two days of the workshop were dedicated to school visits within Quetta for participants to undertake classroom observations and report data. For school visits, participants were divided into teams of two. Each team conducted observations in two schools followed by detailed debrief sessions with our team of trainers. This activity was developed to provide necessary exposure and practice and ensure consistency in interpretation and implementation of the COT as well as the scoring rubric. The discussions and debrief following school visits focused on ensuring a clear and shared understanding of the COT, and the rubric to ensure clarity of roles, and reliability of data collection for the baseline.

2.2.2 Sampling

The sampling of schools for the pilot and baseline was completed after accounting for various controls outlined by key stakeholders including the government These included the following:

- The study was undertaken in eight districts. These districts were identified during the design workshop with all stakeholders based on several factors including accessibility, divisional bases, and availability of human resource.
- 16 academic supervisors and mentors were trained for the pilot and baseline. The list of academic supervisors and mentors was shared by SED from each of the eight districts.
- Based on UNICEF's work with AKU-IED to conduct student 'snap assessments', we were advised to conduct fifteen observations per district.
- Parity was required in the number of boys and girls schools in the pilot and baseline, along with a ratio of roughly 70:30 between primary and middle/beyond schools.
- UNICEF also provided the list of clusters where the trained academic supervisors and mentors were from, as well as the name of their parent school where they are employed as teachers.
- We were advised to keep observations in parent schools of the academic supervisors and mentors (schools where they are employed as teachers) to a minimum in case it was required for any of the academic supervisors and mentors.

Based on the above, we adopted the following approach to sample schools and classes for the baseline study. Firstly, we identified clusters for each academic supervisor and mentor and identified them in the EMIS master list of all schools. Once we had the list of schools in the master list marked for corresponding mentor, we went on to identify schools.

Ensuring parity between boys' and girls' schools in the sample was helped in large part by having male and female mentors pre-assigned to boys' and girls' schools respectively. Additionally, we prioritised primary classroom observations to ensure a ratio of around 70:30 for primary: middle/beyond. To mitigate challenges of mobility and accessibility, we tried to minimize the number of different schools to which each mentor needed to travel. We accomplished this by increasing the number of schools for instances where school populations were very small and would not merit multiple class observations. Finally, we also ensured that academic supervisors and mentors would at most only have one observation at their own school – to avoid inherent bias and working relationships with colleagues at the same school. In other cases, wherever possible, we tried to avoid having a mentor do the observations at their own school. Each of these steps helped us arrive at the final sample of 63 schools and a total of one hundred and twenty-one observations across eight districts. The final sample included the following information:

- Academic supervisor/mentor name and details.
- Cluster name and code.
- School name and code.
- Union Council.
- Number of primary and middle/high observations.
- Number of observations per class.

2.2.3 Remote support, coordination, and quality assurance

The sample was finalized in coordination with the UNICEF team and inputs from the SED. Based on the details included in the sample, district level implementation plans were developed with support from district education officials. To facilitate coordination between CE, the UNICEF team in Quetta, and academic supervisors and mentors in respective districts, a WhatsApp coordination forum was developed with active participation from all stakeholders. CE trainers were assigned to lead daily, remote debriefs for quality assurance and redressal of challenges posed by academic supervisors and mentors on the coordination forum. Based on this, we developed daily implementation reports shared with the UNICEF team to track progress and seek logistical support through UNICEF supported district teams. For example accessibility issues in Naseerabad and non-functional schools in Gwadar. The process ensured that emerging challenges were quickly dealt with to ensure timely completion implementation.

2.2.4 Data collection and reporting

UNICEF plans to support SED in developing a structured system of data collection, analysis, and reporting in the subsequent phase of the programme. For the pilot and baseline, UNICEF digitized the COT and transferred it to academic supervisors' and mentors' smartphones. We organized a working session to help familiarize all academic supervisors and mentors with the digital tool. The data collected through the digital form was automatically synched at the backend when internet was available. As a backup, all academic supervisors and mentors also collected data on paper-based forms that were collected by district education officials.

2.2.5 Limitations

The findings from this study should be considered as indicative of underlying trends in classroom teaching practices across districts and the province that can be tracked over time. It should however be noted that the academic supervisors and mentors who collected this data have not undertaken similar work before. While we have attempted to bridge the capacity gaps through a rigorous four-day training workshop in Quetta and continued support and quality assurance, the observations and reporting practices will improve and refine over time with more experience. We should expect improvements in teaching practices in the classroom on one hand, and improvements in academic supervisors' ability to robustly observe classrooms, collect and report data on the other.

Another limitation of the study concerns the sample. The sample was designed purposively to account for several factors (noted above), and logistical limitations beyond our control. While this affects the statistical robustness of the findings, we hope the findings will provide the necessary insights indicating underlying challenges and gaps in teaching practices in the classrooms across the province.

3. Findings

3.1 Sample overview

Based on the sampling approach outlined in section 2.2, our baseline data was collected from 63 schools in eight districts through 121 classroom observations. 61 of these observations were in boys schools, and 60 in girls schools ensuring complete gender parity. 72 percent of all observations were conducted in primary classes (88), whereas 28 percent (33) were conducted in middle, high levels. Table 1 provides district wise distribution of the observations.

Table 1: Distribution of observations by districts

District	No. of mentors	No. of observations	No. of observations of girls' classes	No. of observations of boys' classes	No. of primary class observations	No. of middle/high class observations	No. of multigrade observations
Gwadar	2	14	7	7	9	5	0
Kalat	2	16	7	9	12	4	0
Loralai	2	15	5	10	10	5	0
Naseerabad	2	15	11	4	11	4	0
Noshki	2	15	7	8	13	2	5
Quetta	2	15	7	8	14	1	0
Zhob	2	16	9	7	9	7	0
Ziarat	2	15	7	8	10	5	1

3.2 Findings for different competencies

As outlined in section 1, the COT is structured into three broad prioritized competencies for teachers. These include:

- Planning.
- Teaching practice.
- Classroom management and organization.

Each of the three competencies are then subdivided into observable items for which each teacher is graded. To strike the right balance between the rigour of observations, and ability of the observers to undertake the task – the scaling includes three levels at which the teacher can be graded for each: Low, Medium, High. For quantitative aggregated analysis numeric values of 1,2, and 3 are attached Low, Medium, and High.

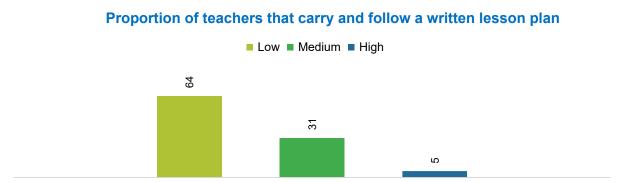
3.2.1 Planning

The competency includes two items.

1. Teacher carries and follows a well-structured written lesson plan.

Most teachers (64 percent) did not carry and follow a structured lesson plan. 31 percent of teachers observed did not carry a lesson plan but their lessons were well structured and they demonstrated good preparation. Only five percent of all teachers observed carried the lesson plan and followed it during the lesson.

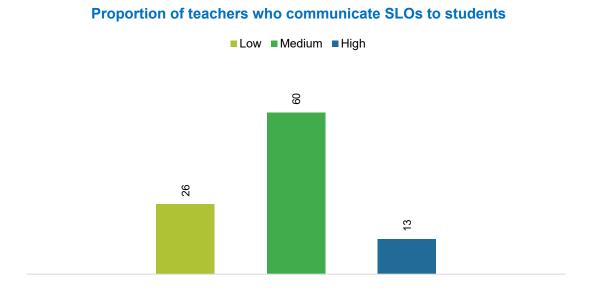
Figure 1



2. Teacher communicates clear SLOs at the beginning or during the lesson.

Unlike the first item, data shows that though many teachers did not carry and follow a structured lesson plan, many did in fact communicate SLOs to students at the start of during the lessons. 60 percent teachers scored medium on this item indicating they communicated (states and/or writes) a broad SLO or lesson objective/topic. It can also be that the objective/topic was not clearly stated and/or written but by looking at lesson activities the observer could tell what the objective of the topic of the lesson was.

Figure 2



The composite numerical average for the competency of planning is only 55 percent, indicating a gap in teachers' practice of carrying and following the lesson plan, and clearly communicating objectives of the lessons to the students – albeit to a lesser extent. 65 percent of all teachers score 50 percent or less on the competency of planning using composite numerical scores.

The average composite score in girls classes is 53 percent compared to 57 percent for boys classes. Similarly, the average score for primary classes is 52 percent compared to 62 percent for middle and high classes.

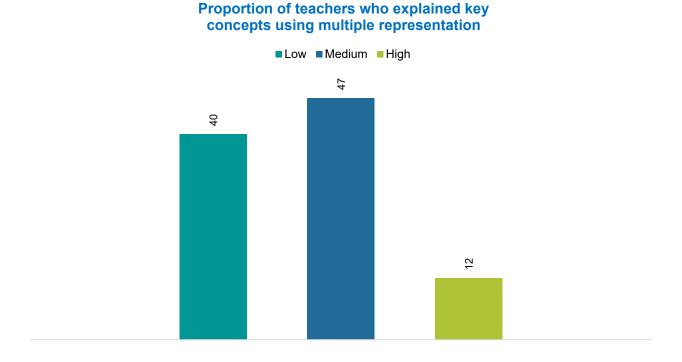
3.2.2 Teaching practice

This competency includes 11 items:

1. The teacher explains key concepts by using multiple representations.

A significant proportion – 40 percent of teachers – scored low on this item. This indicates that many teachers tend to explain content only using one form of representation. 47 percent scored medium indicating they generally use a combination of two forms of representations – e.g., oral communication accompanied with written explanation on the board. 12 percent of teachers were observed to use three or more forms of representations to better explain the content they were teaching.

Figure 3

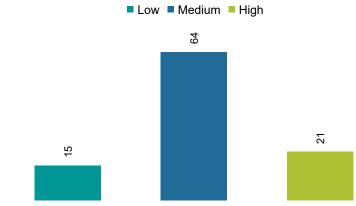


2. The teacher ensures student participation.

Most of the teachers observed demonstrated some elements to encourage student participation and ranked medium. 64 percent of the teachers observed encouraged student participation by making general statements, comments and questions. 21 percent of teachers observed scored high. These teachers tried to ensure that all students are involved in class participation by identifying children who are quiet and including them. 15 percent teachers marked low did not make any effort to encourage or ensure student participation.

Figure 4



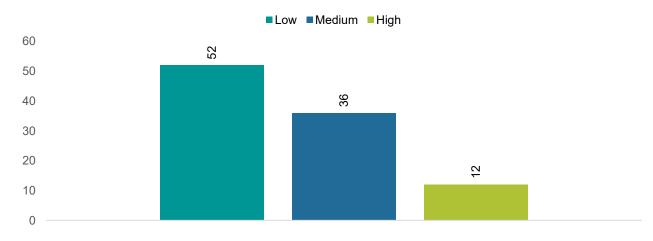


3. The teacher refers to students' previous learning.

Most teachers observed (52 percent) did not try to connect what they were teaching to what has been taught before in previous lesson(s) of the same subject, or any other subject. 36 percent of the teachers did make some connections with prior lessons, but these were unclear and difficult to understand. Only 12 percent of the teachers observed meaningfully connected what they were teaching with prior learning of students from previous lessons.

Figure 5

Proportion of teachers refers to student's previous learning

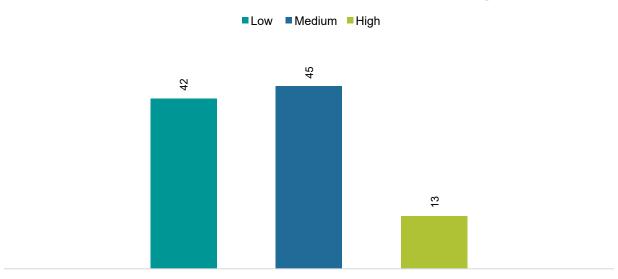


4. The teacher assesses the learning of students by asking knowledge recall questions or assigning tasks

Forty two percent of teachers observed did not assess student learning at all. 45 percent of teachers rated medium assessed learning of some students (less than half) by asking knowledge recall questions and giving appropriate tasks. 13 percent teachers rated high engaged with most of the students through questions and tasks to assess their levels of learning.

Figure 6



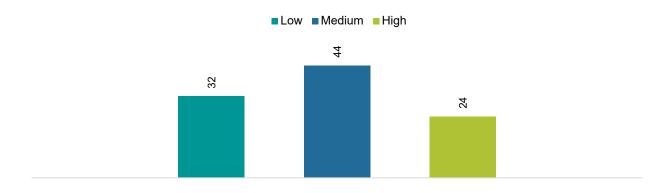


5. The teacher moves around the classroom to monitor progress and ensure student are engaged.

The observation data shows that 32 percent of teachers did not make any effort to monitor students while they were working independently or in groups. 44 percent of the teachers monitored some students to check their understanding. 24 percent of teachers were graded high. These teachers monitored most students in the class by moving around the classroom to periodically check their understanding of the content taught to them.

Figure 7

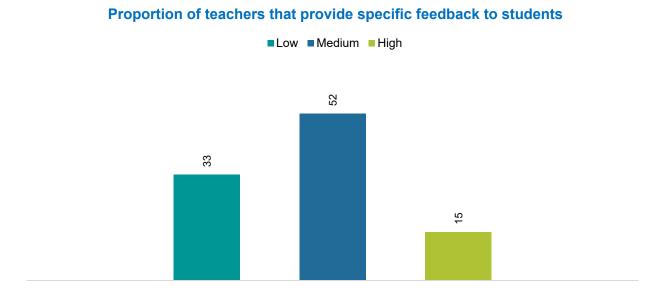
Proportion of teachers who move around the classroom to monitor progress and ensure student engagement



6. The teacher provides specific feedback.

Most teachers observed were graded medium for this item (52 percent). Teachers graded as medium provided students with general comments/prompts that were not very detailed or specific about student misunderstandings. However, 33 percent of observed teachers did not provide any comments, guiding prompts to students or unhelpful evaluative comments. 15 percent of the teachers did provide students with specific comments/prompts containing substantive information to help clarify students' misunderstandings.

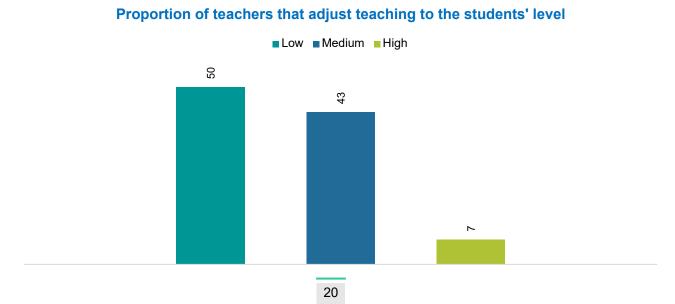
Figure 8



7. Teacher adjusts teaching to the students' level

Half of teachers observed did not make the effort to adjust their teaching based on the level of students' understanding. Another 43 percent of teachers made some adjustments, but these were either brief or unclear. Only seven percent of teachers were observed to make substantial adjustments to give students opportunities to learn the concepts they missed. This could include presenting information in different ways to help students grasp key concepts. It could also mean assigning more challenging tasks to students who already had an advanced understanding.

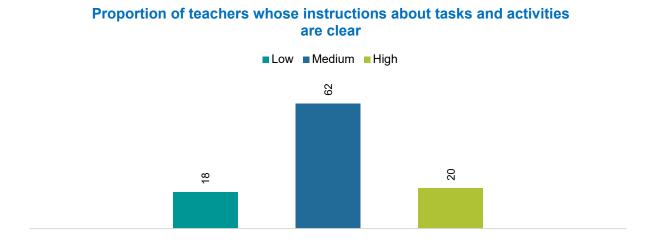
Figure 9



8. The teacher's instructions about the tasks/activities are clear

Most teachers observed scored medium on this item meaning their instructions about tasks and activities for students were somewhat clear but not specific or precise. 20 percent of teachers gave clear and precise instructions to students with clear expectations and a time assigned for the activity/task. 18 percent teachers either did not provide any instructions or their instructions were unclear.

Figure 10

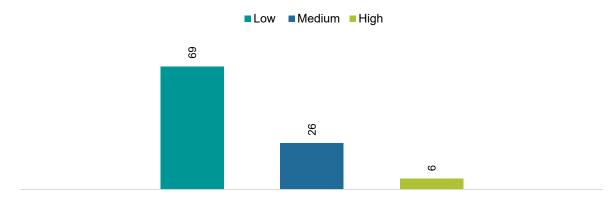


9. Teacher develops higher order skills (critical thinking, problem-solving, creative thinking) by asking Why/How/If (or questions asking for justification/reasoning) questions.

Almost 70 percent of the teachers observed did not ask any why/how/if questions or assigned any task to students that would require them to answer such questions. 26 percent of teachers asked just one why/how/if question – and moved on if one or two students responded without checking to see if the rest of the class understood. Very few teachers asked two or more why/how/if questions or gave tasks to students that required justification or reasoning to develop and sharpen their higher order skills.

Figure 11

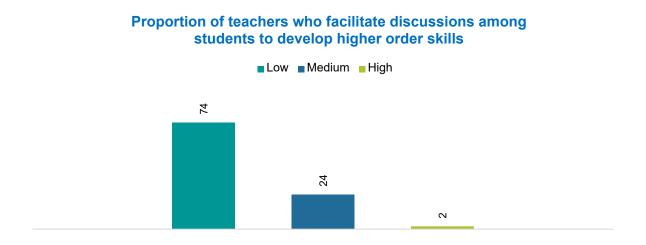
Proportion of teachers who ask why/how/if questions to develop higher order skills



10. Teacher develops higher order skills (critical thinking, problem-solving, creative thinking) by facilitating discussions among students.

An even higher proportion of teachers (74 percent) did not facilitate classroom discussions. A few teachers facilitated discussions among students to some extent by encouraging students to agree or disagree with what one student has said based on reasoning.

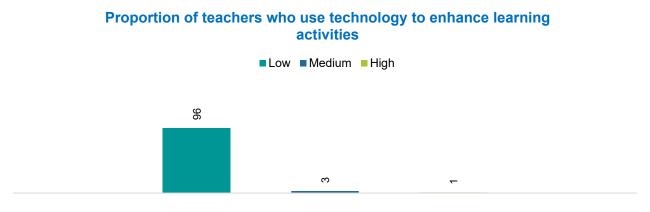
Figure 12



11. Teacher uses technology to enhance learning activities.

Virtually all the teachers observed did not use technology to present and explain the content. In addition to teachers' capacities of deploying and utilizing technology, the challenge is the scarcity of resources within the system to ensure better access to technology enabled solutions for teachers.

Figure 13



The composite numerical average for the competency of Teaching Practice is 55 percent. Some of the problem areas identified through data include developing higher order skills among students, assessing students learning and adapting teaching style to that, and referring to students' learning in previous lessons. 65 percent of all teachers scored 60 percent or less on the competency of Teaching Practice using composite numerical scores. The average composite score in girls classes is 51 percent compared to 59 percent for boys classes indicating a substantial difference. Similarly average score for primary classes was 54 percent compared to 56 percent for middle and high classes.

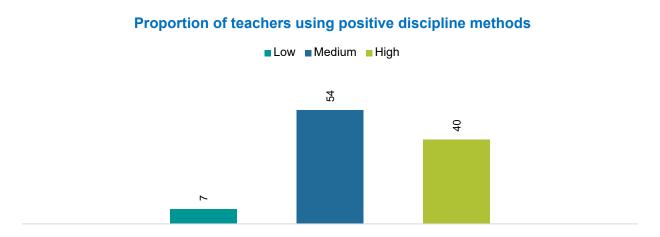
3.2.3 Classroom management and organization

This competency includes five items. The fifth item is designed only for multigrade classrooms.

1. The teacher uses positive discipline methods.

Most teachers observed were rated medium on this item. Teachers rated medium made simple and neutral statements when disciplining students and refrained from using provocative or exclusionary words or actions. 40 percent of teachers were found to be in the high category. These teachers used positive words when disciplining students and explain to them what they are doing wrong and why they shouldn't do it. Seven percent of the teachers however scored low and used negative words and/or tone when disciplining students.

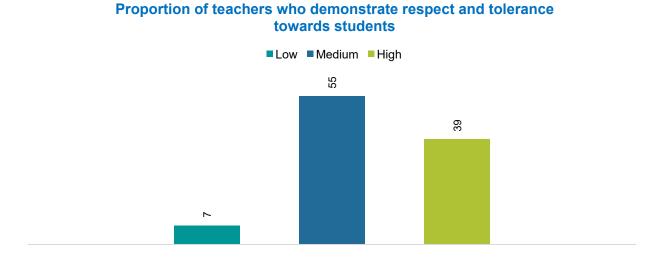
Figure 14



2. The teacher demonstrates respect and tolerance towards all students in interactions.

Most teachers did not insult students verbally or physically. 55 percent of the teachers however also did not show any clear signs of respect or politeness to the students. 39 percent of the teachers showed respect towards students by, for example, addressing students by their names, saying please and/or thank you. Seven percent of the teachers did not treat all students with respect and were insulting or demeaning towards them.

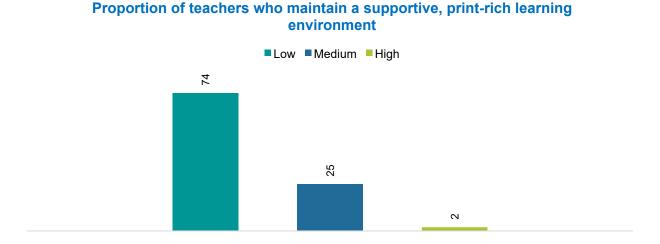
Figure 15



3. The teacher maintains a supportive, print-rich learning environment with appropriate resources.

74 percent of all teachers observed were marked low on this item. These teachers did not have supportive learning materials to facilitate student learning. 25 percent of the teachers had supportive learning materials that were displayed and visible in the classroom. Only two percent of the teachers observed had supportive learning materials and they integrated them into their lessons by referring to them at relevant times.

Figure 16

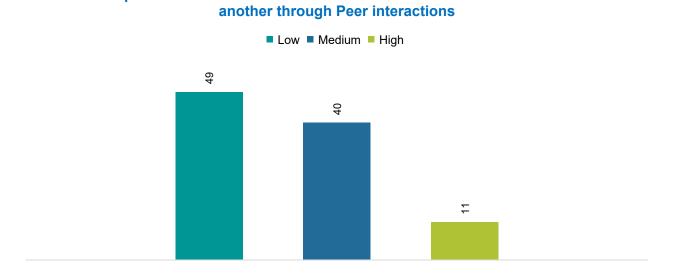


4. Students collaborate with one another through peer interactions.

In 40 percent of the classroom observations students did not collaborate with one another or they displayed negative behaviours when any peer interactions took place. In 40 percent of the cases, there was some collaboration and interaction between students, with isolated incidents or negative behaviour. In only 11 percent of cases, students collaborated with one another to perform tasks with no displays of negative behaviour towards each other.

Proportion of teachers who enable students To collaborate with one

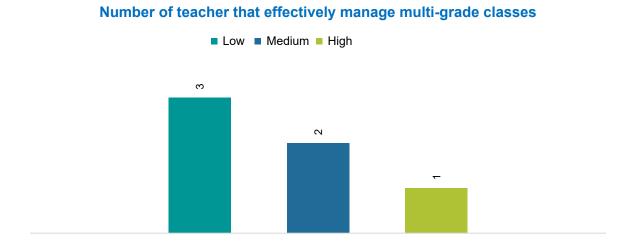
Figure 17



5. Teacher effectively manages multi-grade classes, ensuring appropriate attention and instruction for all grade levels

Three out of the six observations in multigrade settings show that teachers were unable to effectively manage classes by ensuring appropriate attention and instruction for all grade levels.

Figure 18



The composite numerical average for the competency of Classroom Management and organization is 63 percent. Availability of learning materials utilized to facilitate learning among students is an area most teachers struggled with. Observations showed that many teachers found it difficult to facilitate collaborations and interactions among students to facilitate peer learning. 55 percent of all teachers scored 60 percent or less on the competency of Classroom Management and Organization using composite numerical scores.

The average composite score in girls classes is 58 percent compared to 68 percent for boys classes indicating a substantial difference. Similarly average score for primary classes as well as middle and high classes is 63 percent.

3.3 Aggregated findings

Adding composite numerical scores for each competency gives us the total numerical score for each observation. Based on these calculations, the average total numerical score per observation is 57 percent. The total numerical score for 62 percent of all teachers observed is 60 percent or less. Figure 19 shows variation in total numerical percentage scores across 8 districts where observations were conducted. The scores range from 49 percent in Quetta to 65 percent in Loralai. It should however be noted that the findings should not be used to draw definitive conclusions especially at the district level owing to the size and nature of the sampling outlined in section 2.2.

Figure 19

PERCENTAGE NUMERICAL SCORE BY DISTRICTS

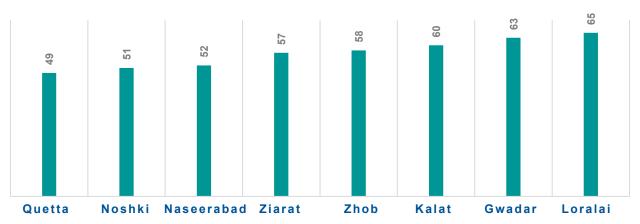
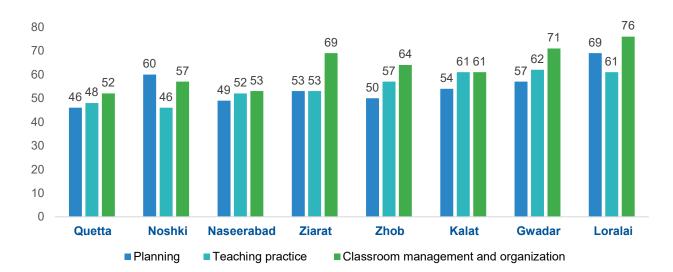


Figure 20 captures variation in the numerical scores for each of the 3 competencies across the 8 districts.

Figure 20

PERCENTAGE NUMERICAL SCORE BY COMPETENCY DISTRICTS



4. Recommendations from the field

Our team liaised closely with the academic supervisors throughout the process of the pilot and baseline data collection, starting with the training workshop organized in Quetta. We provided remote support to the academic supervisors and helped with coordination and quality assurance. Despite initial hurdles, including permission delays and logistical challenges, the pilot and baseline data collection demonstrated adaptability and commitment on part of the government and academic supervisors. Consistent daily observations by academic supervisors, support from district education offices, along with debriefing sessions, ensured timely resolution of issues. Based on several debriefing and coordination sessions we have aggregated some recommendations for SED and UNICEF that can help inform gradual improvements in the implementation of the academic supervision and mentoring system.

1. Streamline permission process from district administrations to visit schools for observations

It will be important to address hurdles related to permission delays by ensuring that the Directorate of Schools is in coordination with district authorities to provide prompt and necessary approvals.

2. Planning and logistical support

Academic supervisors would benefit from clarity of what support they can and should expect from the department to carry out observations. This includes issues of mobility and transportation, clear communication regarding monetary incentives, and clarity of roles to efficiently divide their time between other tasks and observations, and mentoring. It also includes access to necessary hardware (tablets, smartphones) and training for timely and reliable data collection.

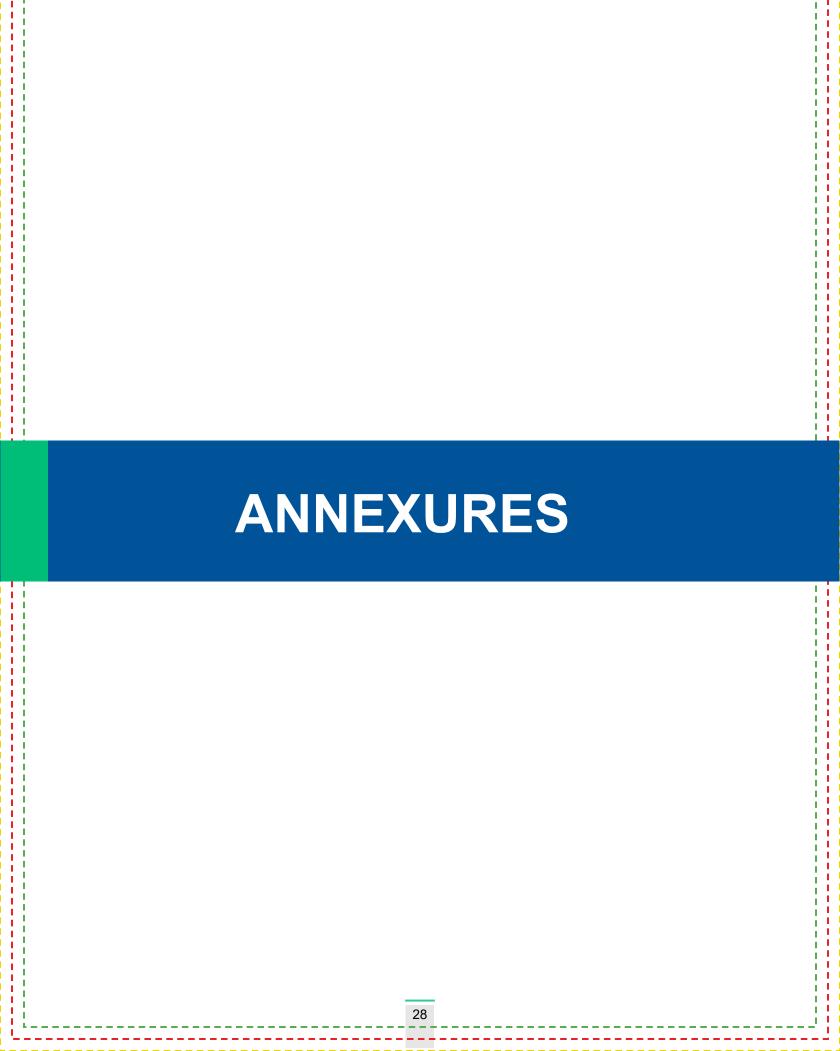
3. Feedback mechanism

It will be useful to establish a structured feedback mechanism for academic supervisors at the system level. Support from UNICEF to the Directorate could help institute feedback and oversight routines for relevant personnel to ensure regular feedback loops identifying challenges faced by academic supervisors in the field. This recommendation will be incorporated in the ASMP design document to streamline oversight and support for academic supervisors and mentors from the system.

4. Feedback to schools and head teachers

It will be important to establish structured pathways for feedback between academic supervisors and head teachers at the school level. This will be essential in mapping out academic supervision support, challenges across varying individual contexts, redressal approaches, and progress made. Leveraging the periodic PD Days at the cluster level could be a starting point for this. Directorate working closely with PITE will not only facilitate the structuring of the PD days but also jointly explore ways for insights and learnings from classroom observations to inform ongoing CPD initiatives. This recommendation relates to the coordination piece in the ASMP design document especially between the Directorate and PITE around PD days. The design document will be revised to include this recommendation clearly to ensure strategic guidance to facilitate necessary coordination.

The next step in incorporating the above recommendations would be to solidify planning around the academic supervision and mentoring programme developed in consultation with the SED. This can be done by focusing on roles and responsibilities at each tier of government and issuing clear, and concise directives from the Director Monitoring and Evaluation to relevant personnel at each tier. Subsequently, the Directorate, with support from UNICEF, should spearhead the development of data collection modalities for the province-wide rollout and a reporting dashboard for continued oversight at the provincial, district, cluster, and school levels. Finally, it is important to build on the initial training of identified academic supervisors to develop a highly trained group of master trainers that will train all academic supervisors and mentors on classroom observation and mentoring of teachers.



Annexure A - Classroom Observation Tool

General Information	FMIC Nimbox	2			
		פּב			
	Teacher name District				
	Mentor name	Date of Observation	tion		
	Mentor designation (circle one) Academic Supervisor Mentor	Head T	Head Teacher/Teacher	Teacher	
About the	About the lesson you observe (complete this section before the lesson starts)				
Ð	Grade(s) taught during the lesson	los			
	Subject				
	Topic				
	Teaching Practices to observe		S	Score	
1. Planning		Low		Medium	High
1.1	1.1 Teacher carries and follows a well-structured written lesson plan with clearly defined SLOs.	1		2	က
1.2	1.2 Teacher defines clear SLOs at the beginning/during of the lesson	1		2	က
2. Teachin	2. Teaching Practice				
2.1	2.1 The Teacher explains key concepts by using multiple representations	1		2	က
2.2	2.2 The Teacher ensures student participation	1		2	3
2.3	2.3 The Teacher refers to students' previous learning	1		2	3
2.4	2.4 The Teacher assesses the learning of students by asking What (Knowledge recall) questions or giving tasks	1		2	3
2.5	2.5 The Teacher moves around the classroom to monitor progress and ensure students are engaged	1		2	3
2.6	2.6 The teacher provides specific feedback	1		2	3
2.7	2.7 The Teacher adjusts teaching to student levels.	1		2	3
2.8	2.8 The Teacher's instructions about the tasks/activities are clear	1		2	33
2.9	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	2.10 Teacher uses technology to enhance learning activities	1		2	3
3. Classro	3. Classroom Management and Organization				
3.1	3.1 The Teacher uses positive discipline methods and treats all students equitably.	1		2	3
3.2	3.2 The Teacher demonstrates respect and tolerance towards all students in interactions	1		2	3
3.3	3.3 The Teacher maintains a supportive, print-rich learning environment with appropriate resources.	1		2	3
3.4	3.4 Students collaborate with one another through peer interaction	1		2	3
3.5	3.5 Teacher effectively manages multi-grade classes, ensuring appropriate attention and instruction for all grade levels	1		2	3

كمرو جماعت كمثابد كافارم

كمره جماعت كي سنظيم سازي اور انتظام

32

Annexures B - Classroom Observation Tool: Measuring Scale for **Teaching Practices**

	Scoring Rubric for t	Scoring Rubric for the Classroom Observation Tool	
	Low	Medium	High
1. LESSON PLAN			
1.1 Teacher carries and follows a wellstructured 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.	The teacher carries a simple lesson plan with him/her in the class and follows the structure of the lesson plan during the lesson. For example, the lesson plan is available to the teacher in a notebook or printed coox. The lesson plan is well-
		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.	structured and mentions the student learning outcomes. The teacher follows the lesson plan during the lesson.
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.	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 vou can tall what is the	The teacher communicates (states and/or writes) a Student Learning Outcome OR objective/topic and keeps repeating lesson objectives during the entire class.
	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	objective/topic of the lesson For example: The teacher says, "Today we're going to learn about multiplication," but does	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.
	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).	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").	
	Low	Medium	High
2. TEACHING PRACTICE			

more forms of representation, or types of activities. more forms of representation, or types of activities. g) For example: The teacher states, "A fraction is a combination of a numerator and denominator," and writes the example of 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	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.
two forms of representation. We forms of representation. a) 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.	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.
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.	The teacher does not ensure student participation.
2.1 Teacher explains key concepts by using multiple strategies *Strategies include: Reading or explaining a text, writing on board, additional material, physical demonstration, videos	2.2 Teacher ensures student participation.

The teacher meaningfully connects to students learning from previous lessons of the same subject or lessons of any other subject.	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	High	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	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."	The teacher monitors most students by circulating the classroom and approaching individual students or groups to check their understanding.	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.
The teacher makes unclear connections to students learning from previous lessons of the same subject or lessons of any other subject.	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	Medium	The teacher assesses the learning of some students (Less than half) in the class by either asking 'What' questions or giving them tasks	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.	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."	The teacher monitors some students when they are working independently or in groups to check their understanding.	For example The teacher observes some student work for accuracy, clarifies concepts, or asks questions.
The teacher does not connect what is being taught in previous lessons of the same subject or lessons of any other subject.		Low	The teacher does not assess the learning of the students			The Good monitor students when they are	ror example. The teacher sits at misher desk or remains standing in front of the class when students are working.
2.3 The teacher refers to students' previous Learning			2.4 The Teacher assesses the learning of students by asking 'What' (Knowledge recall) questions or giving	CONST		2.5 The Teacher moves around the classroom to monitor progress and ensure students are engaged	

2.6 Teacher provides specific feedback	Low:	Medium:	High:
	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").	The teacher provides students with general or superficial comments/prompts about their misunderstandings.	The teacher provides students with specific comments/prompts that contain substantive information that helps clarify students' misunderstandings.
	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.	For example: In a math class, the teacher says, "You forgot to include the negative sign," without providing further information or prompts	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?"
2.7 The teacher adjusts teaching after checking for understanding	The teacher does not adjust teaching for students. 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.	The teacher slightly adjusts teaching, but this adjustment is brief and not very clear. For example: When solving the multiplication problem 7 x 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.	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.
		*If the teacher keeps teaching and there is no apparent need for adjustment, then this is scored as a Medium	For example, The teacher writes 7 x 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.
2.8 Teacher's instructions about the tasks/activities are clear	Teachers' instructions are not clear	The teacher gives somewhat clear instructions 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	The teacher gives very clear and precise instructions to the students. 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 2 nd Paragraph, you have 10 minutes'
2.9 Teacher develops higher order skills (critical thinking, problemsolving, creative thinking) by:	The teacher does not develop higher-order skills	The teacher somewhat develops higher-order skills	The teacher greatly develops higher-order skills
a. Asking Why/How/If (or questions	Low:	Medium:	High:
asking to justification reasoning) questions	The teacher does not ask or give any task with 'Why/How/If' questions	The teacher asks one "Why/Howllf" question For example: In a math class, the teacher asks, "What is 7+8? only a few students raise their	The teacher asks 2 or more 'WHY' questions, or gives tasks to the students that require justification or reasoning.

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 snare 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	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	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.
hand, and the teacher asks 1 or 2 students to answer without seeing if the rest of the class understood.		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 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 does not facilitate classroom discussion			The teacher does not use technology to present $\&$ explain the content	
Note: These questions can either be asked verbally or in the form of a written task that students have to perform		b. The teacher facilitates classroom discussion among students			2.10 Teacher uses technology to enhance learning activities	

3. CLASSROOM MANAGEMENT AND ORGANIZATION	ORGANIZATION		
	Low	Medium	High
3.1 The teacher uses positive discipline methods	The teacher uses negative words with students while disciplining them.	The teacher makes simple neutral statements when disciplining students	When a problem arises, the teacher disciplines students by using positive words and explains to students why they should not misbehave
	For example: the teacher may shout at students or call them negative words if the class is not well behaved.	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.	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"
			* 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. For example: The teacher may shout at some students, shame them, or use corporal punishment to discipline them.	The teacher treats all students somewhat respectfully. 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").	The teacher treats all students respectfully. For example: The teacher uses students' names, and says "please" and "thank you".
	Low	Medium	High
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.	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.
		For example, the observer can see chart papers or other material visible either on the walls or available in the classroom	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.
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. For example: When asked to bick partners for an	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 unset) and are not a core	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.
	activity, students purposefully exclude one or more of their peers	characteristic of the classroom. For example: Students share materials among themselves in a group, but they complete the activity independently and do not collaborate on problem sets	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.
	Low	Medium	High
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 multigrade 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.

		سبتن کی منصوبہ بازی	1.1 ابتاد کے پاک اچھاکلھا ہواستی منصوبہ موجود ہے جس پیروہ عمل بھی	کررہا ہے اور ایس ایل او(SLO) واشح بیان کیے گئے ہیں۔							1.2 ایتادینسیق کے شروع اور در میان میں ایس ایل	ار(SLO)رائخ بیان کیے۔										
کر و چاعت کے مشاہدے کی اسکوریگ کے لیے تفصیل	p		ایتادی پاس کر ه براعت میں سبق کا منصوبہ نہیں ہے	ادر سبق کے منصوبے پر عمل نہیں کیا۔							ایتاد طالب عکم کے سکھنے کے نتائج (موضوعات)کے	بارے میں بات نمیں کر تا (بتاتا یالکھتا ہے)، اور خہ بی	آپ سبق کی سرگر میوں۔۔۔ مقصد /موضوع کو سجھ	منا بين		مثال کے طور پر:اتاد طلباء سے باری باری فصلیں	لگانے اور کائے کے بارے میں سبق پڑھنے کو کہتا ہے۔	اس کے بعد دو بقیہ سبتی کاشتکاری اور اس میں شامل	مخصوص عمل پر بحث کرنے میں صرف کر تاہے۔ابتاد	يه نبيں بتا تا كەسىبق كامقصد كياپ، اور ىرگرميوں	ے سبق کا مقصد کیا ہے۔ اور ا ^{سے} سبق کا مقصد	جانامثنگل ہے(اس مثال میں، مقصد زبانی پڑھنے کی
م کے تفصیل	درمیانه		ابتاد کے پاس سبتی کی منصوبہ بندی نہیں ہوتی	لين سبق كامثابده كريئت آپ ديھيائية بين	كەسبىق اچھى طىرى سەترتىپ دىياكىيا تھا دىراتناد	2,5	مثال کے طور پر ،استاد ایک سکھنے کا مقصد متھین	كرينك قابل قحادر يكراس كياس اليي	مرگر میاں ہیں جو سبق کے دوران سکھنے کے	مقصد سے ،م آپیک ،وں۔	ابتاونے طالب علم کے سکھنے کے وسعج متائج یا	سبق كامقصد /موضوع يامقصد /موضوع واضح	طور پر بیان اور / یاکھانمیں ہے لیکن سبق کی	مرگرمیوں کو دیکھے کر آپ بتاسکتے ہیں کہ اس سبق	كامتفعد اموضوع كيائي		مثال کے طور پر:استاد کہتا ہے،" آئ بم ضرب	ك بارب مين كيفيز جارب بين،" ليكن اس كي	وضاحت نمیں کر تاکہ سبق کمر کو ضرب دینے	کے بارے میں ہے۔ ایک اور مثال میر ہوگئی ہے	که سبقی کی سر گرمیان ای بات پر مرکوز ہو علق	ہیں کہ پورے نمبر کوکیے تقشیم کیاجائے، لیکن
	زياده		ابتاد کم و ہماعت میں اپنے ساتھ ایک آسان سبق کا	منصوب رکقتا ہے اور سبق کے دوران سبق کے منصوبے کی	ساخت کی چیروی کر تاہے۔	مثال کے طور پر، سبقی کا منصوبیہ استاد کو ایک نوٹ بک یا	پرنے شدہ کا بی میں دہتیا ہے۔ سبق کا منصوبیہ اچھی	طرئ سے ترتیب دیاگیا ہے اور اس میں طالب علم کے	کیھنے کے متان گاذ کر ہے۔استاد سبتن کے دوران سبتن کے	منصوب پر عمل کر تا ہے۔	ایتاد طالب علم کے کیچنے کے متائ کیامتھمد /موضوع پر	بت كرتا ہے (بتاتا اور / يالكھتا ہے) اور پورى كاياس	دوران سبق کے مقاصعہ کو دیر اتثار چتا ہے۔	مثال کے طور پر: کلایں کے آغاز میں استاد کہتا ہے،" آج	بم كىروں كوغرب دينا كيھنے جارہ ميں۔" ہرسيق كی	مر گری کا تعلق کسروں کو خرب دیے کے مقصدے	<i>\</i>					

7.	تدریجی مثبق	a.a ایتادینمتعد د نمائندگیوں کا استعمال کرتے ہوئے کلیدی تصورات کی a.a	وضاحت کی۔	« حکمت عملیوں میں شامل ہیں: ''مبتق کو پیڑھنا یااس کی وضاحت کرناء بورڈ پر لکھناء 🌣 🌣	اښاني مو او، جسماني مظاېر ه، وينړ پو)6		••		<u> </u>	4			ية إ	ايتا دينا طلباء كي شركت كويتيني بيايال							
روانی کو فروپ و بیا، الفاظ کو تیار کر نا، یازر اعت کے بارے میں سیکھنا ہو کتابے)۔		a)ابتاد نما ئندگی کی صرف ایک قشم استدهال کریة	ہوئے مواد کی وضاحت کر تاہے یامواد کی وضاحت	ئيس ک جاتى ہے۔	d)مثال کے طور پر:استاد کہتا ہے،" کسر ایک شار کنندہ	اور نب نماکا مجوعہ ہے"،بغیر سبق کے بھے کے	دوران کی کسر کی کوئی تجریر کی یادیگر بصری نمائندگی	فراہم کے بغیر۔متبادل طور پر،ایتاد مواد کی کوئی	وضاحت فراہم نہیں کرسکتا، بہت زیادہ تھکیکی	اصطلاحات استنعال كرسكتاب بغيربير بتائ كداس كا	كيامطك ہے،ادر / يابغيرسي وضاحتي ترتيب ياتعلق	کے خیالات کی وضاحت کر سکتاہے۔ مزید میر کہ ،اتباد	ان اصطلاحات کی وضاحت کیے بغیر کہر سکتاہے،"کسر	ا يك شار كننده اور زب نماكا مجموعه ہے"۔	ایتاد طالب علم کی شرکت کویتین نهیں بنا تاہے۔							
ایتاد اس کی دخیاحت نمیس کر تاہے (دو کہتاہے کہ "ہم خرب تیجیں گے ")۔	ورمیاند	a) استاد نما ئندگی کی دواقسام کااستهال کریته	ہوئے مواد کی وضاحت کر تاہے۔	b)مثال کے طور پر:ابتاد کہتا ہے،"کسر ایک شار	كننده اورنب نماكا مجوعه ہے،"اور بورڈ پرکی	كىرى مثال لكھتا ہے۔ لسانى مپارت كے سبق	میں،ابتاد بتاتا ہے کہ فعل ایک عمل ہےاورایک	جمله لکھتا ہے جس میں ایک فعل ہو تاہے جو بورڈ	پر لکھا ہو تا ہے۔						ایتاد عام مثالیں دے کر طلبہ کو کلایں میں حصہ	لینے کی ترغیب دیتا ہے۔		مثال کے طور پر ، ایتاد جب سوال یو چیتا ہے تو	بوري جاعت كوبوك كوكيتا ہے۔ يااگرات ديچھ	طالب علموں کوشر یک نہیں ہوتے دیکھتا ہے تووہ	بورى جاعت سے کہتا ہے کہ دوشر کت کے۔	
	(Jee	e)استاد نما ئندگی کی تین یاز یاده اقسام، یاسر گرمیون کی	اقسام کااستعال کرتے ہوئے مواد کی وضاحت کرتا ہے۔	مثل کے طور پر:اتاد کہتا ہے،""کسر ایک شہار کنیدہ اور	نب نماکا مجموعہ ہے،"اور بورڈپر 1⁄4 کی مثال کھتے ہیں۔	بعديش سبق ميں،اتاد کاغفر کے ایک عکوے کو چو تھا کیوں	یں تہہ کے اورایک مربح میں ربک کرکے موادی	وضاحت کے لیے ایک بھر می معاون کا استعمال کرتاہے۔	لسانی مهارت کے سبق میں ،استاد بتا تاہے کہ فعل ایک	عمل ہے اور ایک جملہ لکھتا ہے جس میں ایک فعل ہو تا ہے	جو بورڈ پر لکھاہو تا ہے۔اتاد پھرائی طرح کے عمل کی	نقل کر تاہے اور طلباءے فعل کی ان مثالوں کی نشاند ہی	كريئ كوكبتا يج		ا تتادا ک بات کویقین بناتا ہے کہ تمام طلباء سبق میں	بشركت كريں اورانفرادی طور پرکسی بھی ایسے طالب علم	کی شناخت کر کے جو حصہ نہیں ہے رہا ہے انہیں ججی حصہ	لينزى ترغيب ديتا ہے۔		مثال کے طور پر، مبتق پڑھاتے وقت استاد دیکھتا ہے کہ	کلاس کے پچھلے تھے میں طلباء حصہ نہیں ہے رہے ہیں،	ابتاد خاص طور پران طلباء کی نشاند ہی کر تاہے اور انہیں

	ایتار نے طلباء کی صابقہ معلومات کور جوس کیا۔	2.4 اتاد نے طلباء کے کھیے کا انداز ہاگا نے کے لیے کیا(معلومات کی یاد بانی) سوالات کو چھے یاکا م دیے۔
	استاد ائی مضون کے پیچیا اساق یا کی دو سرے مضمون کے اساق میں جو پہکھ پڑھا یا جار ہا ہے اسے تعلق نہیں جو ڈر تباہ	اتاد طلبہ کے کیھنے کا اند از ہ نہیں لگا تاب
ایک اور مثال میہ ہے کہ ایک میراگر اف پڑھنے سے پہلے اتنا دکہتا ہے کہ جب میں پڑھتا ہوں او میر — بعد د ہرائیں	اتباد ایک بی مضمون کے پیچیلے اساق یائی دو سرے مضمون کے اساق سے طلباء کی کیھیے والی معلومات سے غیر واضح تعلق تائم کر تاہے۔ امتاد کہتاہے،" یادہ کی تعمی نے عمل اعداد کو امطان مختلف کسر کوشامل کرنے چیر کریں گے۔ اطلاق مختلف کسر کوشامل کرنے پر کریں گے۔ ہائے، ابتاد اصولوں کو عمل نمبروں کے تؤاعد ہے۔ بیس جوڑتاہے۔	ا تتا د کمر ہ ہماعت میں پچھ طلباء (او سے سے کم) کے سکھنے کا اند از ہ باقواکیا 'سو الات یو چھ کریا انہیں کام دے کر کر تاہے۔
حصہ لینٹر کی ترغیب دیتا ہے یا استاد ایک سرگر کی کا انعقاد کرتا ہے اور تصاد فی طور پر طلباء ہے حصہ لینے کے لیے کہتا ہے،استاد نمایال کرتا ہے وہ طلباء بوشرکت مبیل کررہ ہیں اور ان ہے سوالات یو تھتے ہیں یا ان ہے انفر اون طور	اتاد منی نیز طور پرای مضمون کے پھیلے امیات یاکی دو مرے مضمون کے امیاق ہے۔ دال معلومات تعلق جوڑ تا ہے۔ مثال کے طور پر:جب کی کاما کی کو کر پڑھاتے ہیں، تو مثال کے طور پر:جب کی کاما کی کو کر پڑھاتے ہیں، تو کر جب ہم ایک کیا کو پھیلے مین سے جوڑ تا ہے، " یا دے کر جب ہم ایک کیا کو آڈھا کا شے ہیں تیرا جا جاری کے والے یازش میں ہے تقییں۔ آئی ہم کیھیں گے کر کیا کو ہوں۔جب ہم ایک کیا کو تھیلی میا جا تا ہے، تاکہ چو دوگ اے اور دیگر مواد کے علم اور کیا بیام کی دوز می وزئر گی کے اور دیگر مواد کے علم اور کیا بیام کی دوز می وزئر گی کے در میان تعلق واضح ہے۔	ا تا د کم و جماعت میں زیادہ تر طلباء (آو ھے سے زیادہ) کے کھنے کا اندازہ یاتوان سے اکیا موالات پوچھ کریا انہیں کام دے کر کر تاہے۔

	2.5 استاد طلباء کی میش ونت کی نگر ان کرنے اور مصروفیت کونتین جنانے کے لیے کلاک روم میں گھومتا ہے۔	2.6 اتتادية برطاك علم كو مخصوص رائة دي
	استاد طلباء کی گئر ان منیس کر تاجب وه آزاوانه طور پر یا گرووپ میس کام کرر ہے ہوں۔ مثال کے طور پر: جب طلباء کام کر رہے ہوتے میں تو استاد لین میز پر مبیقت ہے یا کاماس کے سامنے کھٹر ارہ تا ہے۔	ایتادیاتو طالب عکموں کو ان کی خاط سیجھٹے کے بارے میں راے / ایٹارے فراہم مہیں کر تاہے یافراہم کروہ تبعرے بادو، تنظیمی جملے ہیں (مثال کے طور پرینا پیر غلطہ ")۔
مثال کے طور پر، استاد پڑھانے کے بعد چند طالب علموں سے سادہ موالات یو چھتا ہے اور کم و جماعت میں موجو د تمام طلبہ ایک بی وقت میں بود اب دیتے ہیں اور استاد میہ نہیں دیکھتا کہ آیا تھی ایک اور مثال میہ ہے کہ کی تصور کی وضاحت کے بعد استاد یو چھتا ہے، اکمیا آپ سب سمجھ کے ہیں ؟"کم و جماعت میں طلباء سب مل کر جو اب دیتے ہیں، "ہل، انم سمجھ کے ہیں۔	مثال کے طور پراتباد در نتمل کے لیے طالب علم کے پڑھ کام کامٹابدہ کر تاہے، تصورات کو داختح کر تاہے، یاسو الات بوچشاہے۔	ا تارطلباء کوان کی خاط تجھنے کے بارے میں عمو یی یاپوشیدہ دائے / اشارے فراہم کر تا ہے۔
مثال کے طور پر استاد پڑھانے کے بعد زیادہ تر طلباء سے آسان موالات یوچتا ہے اور پھانفرادی سطمے موالات جمی یوچتا ہے اور پھانفرادی مطباء کا انتخاب کر تاہے۔ یوچتا ہے، "کیا آپ سب تجھ گئے ہیں، "ہاں، بم تجھ گئے میں طلباء سب مل کرجواب دیے ہیں، "ہاں، بم تجھ گئے	استاد کلاس دوم میں تصوم کر زیاد ہ تر طاباء کی انفراد کی یا گروپ میں کام کے دور ان کی تبجھ کی جانچ کر تاہے۔ مثال کے طور پر: جب طلباء کام کر رہے ہوتے ہیں، استاد کلاس دوم میں تصومتاہے، اس باستاد زیادہ تر طلباء کہ طلباء یاگروپ سے رابطہ کریں۔ استاد زیادہ تر طلباء کے کام کا دشاہدہ کرتاہے، تصور ات کو واضح کرتاہے، اور سوالات	ابتاد طلباء کو مخصوص رائے / اشارے فراہم کرتاہے جس میں اہم معلومات ہوتی ہیں جوطلباء کی غلط تجھنے کو واضح کرنے میں مد دکرتی ہیں۔

	1.7 ایتاد طلباء کے مطابق تدریس کو تبدیل کر تاریاب	8.8 کام اور سرگرمیوں کے بارے میں استاد کی ہدایات واضح میں۔
مثال کے طور پر: جب کوئی طالب علم امتاد کے سوال کا خلط جو اب دیتاہے، تواشاد میہ کہہ کر جواب دیتاہے،" میہ صحیح جواب نہیں ہے،" اور آگے پڑھا تاہے۔	اتا وطلاء کے مطابق تدریس کو تبدیل منیس کر تاربالہ مثال کے طور پر:اتا ومحسوس کر سکتا ہے کہ بہت ہے طلباء کو خاط جو اب مل رہے ہیں کین دوبارہ تصور کی وضاحت نہیس کر تاراس کے بہتا ہے،اتا و نصاب کے انگلے مہتق کو جاری رکھتا ہے۔	ایتا دی بدایات واشخ منیس میس
مثال کے طور پر: ریاضی کی کلایس میں، استاد محرید معلومات یا شارے فراہم کیے بغیر کہتا ہے، "آپ منتی نشان شامل کرنا بھول گئے۔"	ابتاد تدریس کو پیچھ تبدیل کرتا ہے، کیکن سے تبدیلی ختصر ہے اور بہت واضح نہیں ہے۔ مثال کے طور پر: خرب کا موال XX حل می وقت ، ایک طالب علم اس عمل کو جج کے خوال میں ، ابتاد طلباء کو یا دولائے ہیں کہ دو خواب میں ، ابتاد طلباء کو یا دولائے ہیں کہ دو خرب کر رہے ہیں نہ کہ جوار اے اتبدیلی کی پراگر ابتاد پڑھا تاریتا ہے اور اسے اتبدیلی کی پراگر ابتاد پڑھا تاریتا ہے اور اسے اتبدیلی کے طور پراسکور کیا جاتا ہے۔	استاد کسی حدیک واشع بدایات دیتا ہے۔ مثال کے طور پر، سبق شر وع ہوئے سے پہلے یا اب ق کے دوران ہر سرگر می شر وسائر نے سے پہلے استاد بپر ری کلای کی کوعمو می بدایات دیتا ہے
مثال کے طور پر ،استاد کہتا ہے،"کیا آپ کو یاد ہے کہ جب ایم ایک شب اور منق نمبر کوخر ب دیے ہیں تؤکیا ہو تا ہے ؟ آپے آپ کاکام دیکھیں۔اب، آئے آپ کاجواب دیکھتے ہیں۔ سیح جواب تلاش کرنے کے لیے آپ کو کیا تبریل کرنے کی خرورت ہے ؟	اتباد طالب علمول کوان تصورات کو کیھنے کے حزید مواقع اتباد طالب علمول کوان تصورات کو کیھنے کے حزید مواقع کانی حدتی تبدیل کر تا ہے۔اتباد طلباء کو پڑھائے جانے دملومات کو مختلف طریع سجھنے میں مدد کرنے کے لیے ان لوگوں کے لیے حزید مشکل کام جی فراہم کر سکتاہے جو پہلے ہے ہی اجیمی سجھ رکھتے ہیں۔ اور چر مختلف طلباء ہے یہ تبانے کو کہتاہے کہ فرق کیا ہے۔ چر ابتاد خود اس فرق کی وضاحت کرتاہے کہ فرق کیا ہے۔ جو اب دینے کے لیے ای طرح کی ایک اور مثال دیتا ہے۔	ا بتا وطلبہ کو بہت واضح اور درست ہوا یات دیتا ہے۔ مثال کے طور پر مطائل شر وی ہونے سے پہلے یا سبق کے دوران ہر سرگری شر وی کرنے سے پہلے ابتا د بہت واضح ہوایات دیتا ہے جیسے اتب کے پاس انفرادی طور پر اس کام کو مکس کرنے کے لیے 5 مزئے ہیں اس کے بعید میں

	9.2 استاد نے اعلیٰ در جے کی مہار تیس (تنقید می سویس مسکد عمل کرنا، تخلیق سویس) تیار کی۔ نیوں / کیسے / اگر یو چھتا یاجو از / دلیل کے لیے سوال یو چھتا نوٹ نیے سوالات یاتوزبانی طور پر یو یقھے جاسکتے ہیں یاتح پر بری کام می صورت میں جو طلباء کو انجام دینے ہوتے ہیں۔	2.10 طلباء کے در میان بحث ومباحثہ کی سہولت فر اہم کر نا۔
	ابتاد نے اعلیٰ در ہے کی مهار تیں (تخصید کی سوچی،مسئلہ حس کر نا، جیمیتی سوچی) تیار نہیں کی۔	ظلماء کے در میان بجیشہ ومباحثہ کی سہولت فراہم نہیں کرنا۔
ىيے 'براہ كرم خاموش ر بولايا براہ كرم اس سوال پر جلمدی ہے کام كريں، وغير ہ	اتا دیے کی صدیک اعلیٰ در ہے کی میاریس تیاری۔ مثال کے طور پر: ریاضی کی کایل سیس، امتا دیوچیتا ہے،" 7+8 کیا ہے ? صرف چند طالب علم اپناہا تھے اٹھاتے ہیں، اور امتاد 1یا یطالب علموں سے یہ ریکھے بغیر جو اب دینے کے کیا ہے کہ آبیاتی	تباد کمی صد تک طلباء کے در میان بکٹ ومباحثہ کو آسان بنا تاہے۔ طاب علم ہے ایک سوال پوچیتا ہے اور پھر دو سرے طاب علم ہے یوچیتا ہے کہ آیاوہ متنق ہے یا تمنیق نہیں یامزید اضافہ کرنا جاہے گا۔
آپ کاکام چیک کروں گا' یا' براہ کرم اپٹن کٹا بین کھولیں۔ صفحہ 23 پر اور دو مراہیرا گراف پڑھیں، آپ کے پاس 10 منٹ ہیں۔	ابتادا علی در بے کی مهارتیں تیار کر تار با۔ مثال کے طور پر: ابتاد کہتا ہے، "براہ کرم اپنا اعمو خوا او پر رئیس اگر آپ منفق ہیں بیا اگر آپ اسے منفق نہیں ابتاد تمام طلباء کو اپنے جو ابات دینے کے دو مرب طبیاء کو اپنی نوٹ بیل میں جو اب تھنے اور جو اب چیل طباباء کو اپنی نوٹ بیل میں جو اب تھنے اور جو اب چیل کہتے ہیں اور پھر ہر طالب علم سے اس جملے کو پڑھنے کو کہتے ہیں جو اس نے کہ صافحال	ابتاد طلباء کے درمیان بحشہ ومباحثہ کی بہت مہدات فراہم کر تاہے۔ مثال کے طور پرےجب طالب علم ایک کام عمل کر لیتے ہیں تواستاد ان سے جوڑوں میں بیٹھنے اور ایک دو سرے کے یابتاد تین یازیادہ طلبا کا ایک کروپ تیار کر تاہے اور انہیں ایک یا تھے عمل کرنے کے لیے ایک کام ویتاہے۔

ا تادنے کیچنے کی سرگر میوں کو بڑھانے کے لیے نیاد دی کا استعمال کیا۔	كرو چاعت كى تيم سازى اورا تظام اين نے نظم و ضبط كے شب طريق استعمال كيے اور تمام طلباء ك ساتھ مساوى كاسلوگ ركھا	3.2 ابتاد نے بات چیت میں تمام طلباء کے ساتھ احرّ ام اور رواداری کا مظاہرہ کیا۔
ایتا دینہ سے میصفے کی سرگر میوں کو بڑھانے کے لیے جی تالو بی کا استعمال مہیں کیا۔	م استاد طلبہ کے ساتھ لقع وضیط کے دوران سخت الفاظ استعمال کر تا ہے۔ مثال کے طور پر:اگر کل سٹس اچھابر تائو نہیں کیا جاتا ہے توا شاد طلباء پر چھنے سکتا ہے یاا مہیں سخت الفاظ کہد سکتا ہے۔	ابتاد تمام طالب علموں سے احترام سے پیش نمیں آتا۔
اتا د تدریش مواد کو چیش کرنے اور سمجھانے کے کے آسمان فیاتالو چی کا استعمال کرتا ہے۔ مثال: ابتادیا دریو ائنٹ سلائیڈز ، ویڈیوز ، اشارے والے گانوں وغیر ہااستعمال کرتے ہوئے تدریسی موادی وضاحت کرتا ہے ، اور سکھنے کے مقصد	درمیانه طاب علموں کو اُظم و شیط دینے وقت استاد ساده غیر جا نیر اراند با تیس کہتا ہے۔ مثال کے طور پر:جب استاد دیکیتا ہے کہ استاد پڑھا رہے ہیں تو چیزیر طالب علم آئیس میں با تیس کر رہے ہیں، استاد انہیں خاصوش رہنے اور اپناکام کرنے کو	ا تباد تمام طلباء سے پھھ احترام سے پیش آ تاہے۔
اتاد مواد کا وضاحت کے لیے علمتی اشاہ کا استعمال کرتا ہے ادر انہیں کیصفے کے مقاصد ہے واشع طور پر جوڑتا مثال: ریاضی کی کلاس کے دوران، اتا دواشع طور پر 2 ہجمد سول کی جمتا کے کیصفے کا مقصد بیان کرتا ہے اور 2 ہجمد سول کی جمتا کے باہدے میں ایک معلوماتی ویڈیو چلاتا ہے ادر اس کے ذریعے تصور کی وضاحت کرتا ہے۔	زیاده جب کو فی مسکله پیدا ہو تا ہے، تواسا و مثبت الفاظ استعمال کر میں بات کر میں میں کر فی ہے ہے۔ میں بات کر رہے ہیں اور خلل ڈال رہے ہیں، تواسا و پچی آواز ہیں بات کر رہے ہیں اور خلل ڈال رہے ہیں، تواہتا و کہتا "رصیں کہ آپ اچھے طالب علم ہیں۔ « متبادل طور پر، استاد کو طلباء کو نظم و ہند عسکت جہیں، یاد دیکھا جاتا ہے لیکن کامل کی کر اتھا اچھا بر تاؤیمو تا ہے۔	ایتاد تمام طلباء سے احتر ام سے پیش آنا ہے۔

	3.3 ابتادینے مناسب دسائل کے ساتھ ایک معاون پرنٹ سے جمر پور (Print rich) تقلیمی ماجول کو پر قرار رکھا۔	علمارین تاجیت کے ذریعے ایک دو سرے کے ساتھ تقاون کرتے تیں۔
مثال کے طور پر:ابتادی کھ طلباء پرچینت ہے ، انہیں شر مند وکر تا ہے ، یا انہیں منظم کر نے کے لیے جسمانی سز اکا استعمال کر تا ہے۔	ایتاد کے پاس طالب عکم کے کیھینے کی مہولت کے لیے معاون مواد نہیں ہے۔	طلباء تقاون نہیں کرتے ہیں یاجب طلباء ایک دو مرے کے ساتھ بات چیت کرتے ہیں تو دو برار دیا ظاہر کرتے میں۔ دار وں کو چینے کے لیے کہا جاتا ہے ، تو طلبہ جان یو چھ کر اپنے ایک یازیادہ ساتھیوں کو خامل نہیں کرتے۔
مثال کے طور پر،اتاد طلیاء کے ساتھ ہے عزق کا سلوک نہیں کر تا ہے (شال کے طور پر،ووطاب علموں پر نہیں چلا تا اور نہ ہی ان کا مذاق اڑا تا ہے)، کین طاب علموں کے ساتھ احترام کے واضح آتی رہجی نہیں و کھاتا ہے (شانی طلیء کوان کے ناموں سے پھاریں، کہیں "براہ کرم" یا	معاون کھنے کاموا داتا دیاطلباء کے ذریعہ پرزٹ اتیار کیاجاتا ہے اور کاماس روم میں نظر آتا ہے۔ دیجال کے طور پر،عیارٹ جیپر زیاد تکرموا دکویاتو دیواروں پریاکاماس روم میں دمتیا ہے دیکھاجاسکا	طلباریش پھھ تقادن ہے؛ ایک کہ سے کم مثالیس محی ہو مکتی ہیں جہاں طلبار برے دویوں کا مظاہر ہ کرتے ہیں (مثلاً، چھیز نا، وھادینا، غنٹر ہا کر دی): تاہم ہیں دوئے الگ تھلگ اور معمولی یا پنچل ہیں (بینن کو کی طالب علم پریشان نہیں ہے) اور کلاس دوم کی بنیادی خصوصیت نہیں ہیں۔
مثال کے طور پر: استاد طلباء کے نام استعمال کر تاہے ، اور "اکہتاہے " پر اہ کرم" اور "شکر میہ	اتبادئے معاون سکھنے کامواد پر نے مراتبار کیا ہے اور امتاد سبتن کے دوران موادے متعلق معلومات کا حوالہ دے کر سبتن کے دوران سکھنے کے مواد کا حوالہ دیتا ہے۔ مثال کے طور پر ماتم پڑھاتے وقت امتاد دیو الہ دیتا ہے اور طلباء ہے کہتا ہے کہ مید اسم میں یاان ہے اسم کے طور پر	طلبوایک چیز تیار کرنے، کی مسللے کو حل کرنے، درک شیٹ مکمل کرنے، یا ایک نئی سوچ تیش کرنے کے لیے مل نظر نمیں ہاتے۔ مثال کے طور پیز، طلباء گروپوں میں کام کرتے ہیں تا کہ کی کام کو مکمل کرنے کے لیے تقاون کی ضرورت ہو، جیسے کہ یانی کے نظام کا خاکہ بہتا یاذ خیر والغاظ کو واشح کرنے کے

	3.5 (صرف کثیر تعد ادکے لیے)امتاد نے تمام درجات کے لیے مناسب توجہ ادر بدایات کونٹین بٹاتے ہوئے کثیر تعد ادر کٹی گرییل) درجات کا مؤثر طریقے سے انتظام کیا۔
	اتادنے تمام در جات کے لیے مناسب قوجہ اور ہوایات کو تقین بناتے ہوئے کثیر تعد ادر مکئ کریڈ) در جات کامؤٹر طریقے سے انتظام نہیں کیا۔
مثال کے طور پر: طلباء ایک گروپ میں آلیس میں مواد با نیٹتے ہیں، کین وہ سرگر کی کو آزاد اند طور پر تعمل کرتے ہیں اور مسائل ہوئے پرتقاون نہیں کرتے ہیں۔	ا تباد مؤثر طر بيقے سے کثیر قعد اد (کلئ کریڈ) درجات کاکسی صدیک انتظام کر تاہے۔ تمام درجات کے لیے مناسب توجہ ادر بدایات کونیتن بنانا۔
مثال کے طور پر: طلباء ایک گردپ میں آپٹس میں مواد باشٹییں، کیکن وہ سرگری کو آزادانہ طور پر کو حل کرنے میں ایک دو سرے کی مدد کرتے ہیں۔ تکمل کرتے ہیں اور مسائل ہونے پرتقاون نہیں کرتے ہیں۔	ابتاد مؤثر طریقے سے کثیر در جات کا انتظام کرتا ہے۔ تمام در جات کے لیے مناسب توجہ ادر ہدایات کو تقیق بٹایا۔

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