

A1/ ACADEMIC SUPERVISION TO IMPROVE LEARNING OUTCOMES FOR STUDENTS.

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| Date Developed | 1st May 2021 |
| Expected User/s | Professional Development Managers of all levels |
| Length of Training | 4 days (7 hours/ day) |

Table of Contents

| | |
|---|-----------|
| HOW TO USE THIS DOCUMENT | 3 |
| AIM | 3 |
| OBJECTIVES | 3 |
| ACADEMIC SUPERVISION COMPETENCY FRAMEWORK ALIGNMENT | 3 |
| TRAINING MODULE COMPONENTS | 6 |
| DAY 1 | 11 |
| CONCEPT 1: OVERVIEW OF ACADEMIC SUPERVISION, NEED & PURPOSE. | 11 |
| DAY 2 | 20 |
| CONCEPT 2: DATA BASED DECISION MAKING | 20 |
| CONCEPT 3: SYSTEMS OF DATA | 23 |
| DAY 3 | 31 |
| CONCEPT 4: INSTRUCTIONAL LEADERSHIP | 31 |
| CONCEPT 5: STRUCTURES TO SUPPORT TEACHER PROFESSIONAL DEVELOPMENT | 34 |
| DAY 4 | 38 |
| CONCEPT 6: INTRODUCTION TO IMPROVEMENT PLANS | 38 |
| CONCEPT 7: EVALUATING SIP & GIVING FEEDBACK | 40 |

How to use this document

This document is main training guide for module **Academic Supervision to Improve Learning Outcomes for Students**. It describes the basics of academic supervision and strategies such as evaluating a school improvement plan, data based decision making, and instructional leadership to improve learning outcomes in the students module in detail. Trainers are expected to go through this document at least one week prior to delivering the training to prepare for the session that they will conduct. This document highlights the skillsets that trainers need, materials required for training sessions, types of discussions and activities to be conducted.

Structure of the document is described next. First, the aim, objectives, and Academic Supervision competency alignment with this module are presented. They highlight the key skills and takeaways for the participants from this training. Rest of the document explains training pertaining to each day, presentations of new ideas and skills, and reflection activities for participants. It is strongly recommended that the trainers study the attached PowerPoint presentation and this training guide together, as they are deeply connected.

The last part on notes, has been intentionally left blank for training participants to take notes and make the training their own.

Aim

At the end of the training participants (any entity that has academic supervision as one of its functions) would be able to develop the key skills and perspectives around supervisory activities, especially with regards to the supporting educators and principals in monitoring and improving education. In this workshop, participants will be exposed to a systematic process of monitoring and supervising schools and will have opportunities to practice the same strategies and processes.

Objectives

The participants will be able to:

1. Discuss the key theoretical perspectives related to academic supervision and learn how to effectively share and teach others.
2. Collect and analyze school data for efficient and equitable running of schools.
3. Provide data insights based feedback to teachers, principals, and schools.
4. Evaluate and give feedback on the school improvement plans presented to them.
5. Model the role of instructional leaders for principals and other participants.

Academic Supervision Competency Framework Alignment

The table below maps how each of the modules presented in this training align with the existing GDAS framework.

| Module | Core Competency | Sub Competency |
|---|------------------------------------|---|
| Academic supervision – need and purpose | 1.Education expertise | 1. Teaching |
| | | 2. School Management |
| | | 3. Educational Monitoring and Supervision |
| | | 4. Curriculum Development |
| | | 5. Evaluating & Assessing |
| | | 6. Coaching and Mentoring |
| | | 7. Develop Self and Others |
| | | 8. Decision Making |
| | | 9. Continuous Professional Development (CPD) |
| Data based decision making. | 1.Managing, measuring work | 1. Planning and organizing |
| | | 2. Managing data and information |
| | 2.Planning and organizing | 1. Integrating systems, processes, and procedure |
| | | 2. Managing data and records |
| | 3.Reporting and feedback | 1. Writing and reading ability in both national languages (Dari and Pashtu) |
| | | 2. Observing events, attitude and actions |
| | | 3. Understanding of MOE standards reporting formats. |
| | | 4. Monitoring of planned activities of teachers. |
| | | 5. Constructing and giving effective feedback |
| | 4.Documentation and record keeping | 1. Knowledge and understanding of MOE record management procedures |
| | | 2. Use of MoE formats for documentation and recording activities. |
| | | 3. Ability to document and record events and activities. |

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| | | 4. Managing and archiving files and documents |
| | | 5. Storing, organizing and retrieving data and information |
| Instructional leadership | 1. Knowledge of education and schooling system, processes, rules, and norms | 1. Knowledge and understanding of Afghanistan education law and procedures. |
| | | 2. Knowledge of National Education Strategic Plan |
| | | 3. Sound understanding of MOE education policies, SOPs, guidelines and forms |
| | 2. Education expertise | 1. Educational Monitoring and Supervision |
| | | 2. Curriculum Development |
| | | 3. Evaluating & Assessing |
| | | 4. Coaching and Mentoring |
| | | 5. Develop Self and Others |
| | | 6. Decision Making |
| | | 7. Continuous Professional Development (CPD) |
| Evaluating SIP and feedback | 1. Education expertise | 1. School Management |
| | | 2. Educational Monitoring and Supervision |
| | | 3. Evaluating & Assessing |
| | | 4. Develop Self and Others |
| | | 5. Decision Making |
| | 2. Knowledge of education and schooling system, processes, rules, and norms | 1. Knowledge and understanding of Afghanistan education law and procedures. |
| | | 2. Knowledge of National Education Strategic Plan |
| | | 3. Understanding of MOE education policies, SOPs, guidelines and forms. |
| | 3. Problem solving and decision making | 1. Creative and Innovative Thinking |
| | | 2. Logical and Critical Communication |
| | | 3. Risk Management |

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| | 4. Analytical Skills |
| | 5. Negotiation Skills |
| | 6. System & Strategic Thinking |
| 4.Planning and organizing | 1. Setting goals and objective |
| | 2. Prioritizing tasks and activities |
| | 3. Coordinating with others |
| | 4. Managing changes and chaos |
| | 5. Integrating systems, processes, and procedure |
| | 6. Managing data and records |

Participants will be given a rubric to self-assess their capabilities in the above mentioned competencies at the beginning and end of the training.
(Rubric present on last page.)

Training Module Components

| Day | Sub-topic | Concepts |
|-------|--|--|
| Day 1 | Introduction to the training Orientation to participants roles & responsibilities /Strategies of supervision | Outline of 4 days training plan Academic Supervision Competency self-assessment |
| | | Concept 1: Overview of academic supervision, need & purpose. |
| Day 2 | What does data say? | Concept 2: Data Based Decision Making Concept 3: Systems of data |
| Day 3 | Instructional/ Pedagogical leadership | Concept 4: Pedagogical Leadership Concept 5: Structures to support teacher PD |
| Day 4 | School Improvement Plans | Concept 6: Introduction to SIP Concept 7: Evaluating SIP & giving feedback |
| | | Academic Supervision Competency Self-Assessment |

Training Module Outline is presented below.

| Day | Sub-topic | Concepts | Pedagogy | Time |
|-------|---|---|--|---------|
| Day 1 | <i>Competency Developed: A. Education Expertise</i> | | | |
| | Introduction to the training + Orientation to participants roles & responsibilities /Strategies of supervision | Concept 1: Overview of academic supervision, need and purpose. | Community Building Activity | 30 mins |
| | | | Academic Supervision Competency self-assessment | 20 mins |
| | | | Outline of 4 days training plan for the remaining workshop | 10 mins |
| | | | Introduction to basics of academic supervision. | 45 mins |
| | | | Small Break | 15 mins |
| | | | Activity 1: Reflection | 30 mins |
| | | | Identify challenges to improving student learning outcomes . | 20 mins |

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| | | | Activity 2: Interactive Group Work | 30 mins |
| | | | Lunch | 60 mins |
| | | | Supervision and Student Learning Outcomes Discussion | 20 mins |
| | | | Identify collaborators for school improvement work . | 20 mins |
| | | | Activity 3: Interactive Group Work | 20 mins |
| | | | Small Break | 15 mins |
| | | | Vision and goals for their supervisory area. | 15 mins |
| | | | Activity 4: Designing a vision statement/ plan. | 45 mins |
| | | | Structured reflection for the day | 35 mins |
| | <i>Competency Developed:</i> B. Managing, measuring work, C. Planning and organizing, D. Reporting and feedback, E. Documentation and record keeping, | | | |
| Day 2 | What does data say? | Concept 2: Data Based Decision Making | Community Building Activity | 15 mins |
| | | | Introduction to data literacy and school-based data | 30 mins |
| | | | Activity 1: Reflection | 30 mins |
| | | | Small Break | 15 mins |
| | | | Types of data: presentation | 30 mins |
| | | | Activity 2: Interactive group work on school data profile | 45 mins |
| | | | Lunch | 60 mins |
| | | Concept 3: Systems of data | Data profile template overview | 20 mins |
| | | | Activity 3: Creating data profiles of schools | 30 mins |
| | | | Making sense of data | 25 mins |
| | | | Small Break | 15 mins |
| | | | Making sense of data with examples | 20 mins |
| | | | Activity 4: Do it yourself | 55 mins |

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| Day 3 | <i>Competency Developed:</i> F. Knowledge of education and schooling system, processes, rules, and norms, G. Knowledge of pedagogy, H. Education expertise | | | |
| | Instructional/ Pedagogical leadership | Concept 4: Instructional Leadership | Community Building Activity | 10 mins |
| | | | Basics of instructional leadership | 40 mins |
| | | | Activity 1: Reflection in action | 25 mins |
| | | | Small Break | 15 mins |
| | | | Activity 2: Learning from the experts | 75 mins |
| | | Lunch | | |
| | | Concept 5: Structures to support teacher PD | Structures to support teacher professional development | |
| | | | Activity 3: Thinking through critically | 45 mins |
| | | | Small Break | |
| | | | Strategies to become instructional leaders | |
| Activity 4: Independent reading on more strategies. | 55 mins | | | |
| Structured reflection for the day | 35 mins | | | |
| Day 4 | <i>Competency Developed:</i> I. Education expertise, J. Knowledge of education and schooling system, processes, rules, and norm, K. Problem solving and decision making, L. Planning and organizing | | | |
| | School Improvement Plans | Concept 6: Introduction to SIP | Community Building Activity | 15 mins |
| | | | Introduction to improvement plans | 20 mins |
| | | | Prioritizing the topics for school improvement. | 20 mins |
| | | | Activity 1: Identify the partners in school improvement. | 30 mins |
| | | | Small Break | 15 mins |
| | | | Whole group activity: A sample walkthrough | 75 mins |
| | | | Lunch | 60 mins |
| | | | How to evaluate Improvement plans | |

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| | Concept 7: Evaluating SIP & giving feedback | How to give feedback on Improvement Plans | 25 mins |
| | | Interactive Roleplay: give and receive feedback on sample improvement plans. | 40 mins |
| | | Structured reflection for the day | 35 mins |
| | | Small Break | 15 mins |
| | | Reflection: I used to think, and now I think... | 25 mins |
| | | Academic Supervision Competency Self-Assessment & closing | 15 mins |
| | | Community Building Activity | 15 mins |
| | | Introduction to improvement plans | 20 mins |

DAY 1

CONCEPT 1: OVERVIEW OF ACADEMIC SUPERVISION, NEED & PURPOSE.

Guidelines for the trainers: The following section contains details about skillsets and teaching aids required to conduct the training session along with references for further reading.

| | |
|--|---|
| <p>Required trainer skillset:</p> <ul style="list-style-type: none"> ● Knowledge of Academic Supervision framework ● Academic supervisor role details ● Knowledge of challenges to schooling in the context. ● Knowledge of Afghan laws and policies. | <p>Expected Outcome:</p> <ol style="list-style-type: none"> 1. Understand the basics of academic supervision, 2. Understand the importance of different roles and stake holders. 3. Design a vision plan for participants’ supervisory area |
|--|---|

Training plan for the day is shown below.

| Sub-topic | Concepts | Pedagogy | Time |
|---|--|--|---------|
| Competency Developed: A. Education Expertise | | | |
| Introduction to the training + Orientation to participants roles & responsibilities /Strategies of supervision | Concept 1: Overview of academic supervision, need and purpose. | Community Building Activity | 30 mins |
| | | Academic Supervision Competency self-assessment | 20 mins |
| | | Outline of 4 days training plan for the remaining workshop | 10 mins |
| | | Introduction to basics of academic supervision. | 45 mins |
| | | Small Break | 15 mins |
| | | Activity 1: Reflection | 30 mins |
| | | Identify challenges to improving student learning outcomes . | 20 mins |
| | | Activity 2: Interactive Group Work | 30 mins |

| | | | |
|--|--|--|---------|
| | | Lunch | 60 mins |
| | | Supervision and Student Learning Outcomes Discussion | 20 mins |
| | | Identify collaborators for school improvement work . | 20 mins |
| | | Activity 3: Interactive Group Work | 20 mins |
| | | Small Break | 15 mins |
| | | Vision and goals for their supervisory area. | 15 mins |
| | | Activity 4: Designing a vision statement/ plan. | 45 mins |
| | | Structured reflection for the day | 35 mins |



Community Building Activity (30 mins)

Materials needed: Flip Chart + Marker.

The facilitator will ask all the participants to answer the prompt, “*What would make this 4 day training session pleasant and meaningful.*” The facilitators will note down the answers mentioned by the group on a flip chart/ blackboard so that everyone can see them. Facilitator will then engage in a conversation about the answers from participants to ensure that everyone has the same sense of the values mentioned. The idea is that this activity would help create a shared sense of community.



Academic Supervision Competency Assessment Rubric (20 mins)

Materials needed: Day 1 Academic Supervision Competency Presentation

Before starting the module, the trainer will present the Academic Supervision framework competencies addressed in this training. After that, he/she will guide the participants to individually fill in the self-assessment rubric for the competencies addressed in this training session. This self- assessment would serve as the baseline for the participants.

Outline of 4 days training plan for the remaining workshop (10 mins)

The facilitator will present the training timeline to the participants and walk them through the 4 days using the training booklet, briefly presenting what will be taught in the coming 4 days of training.



Introduction to basics of supervision (45 mins)

Materials needed: Flip Chart + Marker & Introduction to supervision presentation.

All participants will go around introducing themselves (names/ designation/ area etc) and describe in 1 line what academic supervision means to them. The trainer will note down the unique ideas mentioned by the participants on the flip chart and draw parallels between these answers and the overall goal of supervision.



To introduce the idea of supervision, the facilitator will use the presentation titled Introduction to supervision. The goal of supervision is to support and improve all dimensions of school's work. Academic professional development officials are responsible for ensuring that teaching and learning is happening in the school in an adequate manner and is leading to progression in student achievement levels. They do so by relying on using checklists, predefined norms, and data collection and transfer. Supervision can be easily implemented in highly structured learning environments.

-----Small Break-----



Activity 1: Reflection (20 Mins + 10 mins)

Materials needed: Flip Chart + Marker.

Participants reflect in small groups about their understanding of the role of professional development officials and prepare clarifying questions. The facilitators will ask the participants to share their questions and note them down.

After the reflection, the trainer will answer the questions that participants have.

Identify challenges to improving student learning outcomes (20 mins)

The facilitator will introduce the topic of challenges to improving student learning outcomes by presenting the problem part in the first case study and discussing the learning ecosystem and the various stakeholders responsible for student learning. The case study is in the presentation.



Activity 2: Interactive Group work (15 + 15 mins)

Materials needed: Flip Chart + Marker.

In groups of four, participants will list out all the challenges that they perceive exist to improving student learning outcomes. The purpose of this activity is to build community amongst the participants, and also to explore their contextual expertise of the field.

In their whole group presentation and discussion, the facilitator will write down all the challenges mentioned and add their own (the ones missed out by participants). They will also share the solution to the case study and encourage participants to share their perspectives.

Example for facilitators: Challenges could be, 1) students not feeling safe in school, 2) students not feeling safe while coming to schools, 3) teachers and staff absence from schools, 4) too few teachers and too many students, 5) lack of appropriate infrastructure, 6) lack of adequate training, 7) lack of continuous training 8) girl students not attending schools etc.

-----Lunch Break-----



Supervision and Student Learning Outcomes Discussion (20 mins)

The facilitator will set the stage to discuss the bureaucratic activism case study, while highlighting the solutions to challenges. For example, a barrier to student learning can be lack of adequate infrastructure. The supervisor's role in such a situation would be to collect data about the inadequacy and inform the state authorities to address it. Similarly, in schools where instructional issues, the supervisor can take on the role of instructional leader or recruit an instructional leader for capacity building in teachers. At the end of this session, participants will be able to make the connection between their role and student learning.

Identify collaborators for school improvement work (20 mins)

Materials needed: What? So what? Now what? Template

The trainer will go over the Afghan school learning ecosystem and describe in detail the roles of each lever. Using the Bureaucratic Activism paper, the facilitators will identify the various collaborators that led to improvement in student learning, thereby demonstrating practical examples for participants to learn from. The facilitator will go over an example *What? So what? Now what? template* to demonstrate it for the participants.



Activity 3: Interactive Group work (20 mins)

Materials required: What So what, Now what template

Participants will work in small groups. They will identify top three challenges to improving student learning from the perspective of their role. They will then brainstorm ideas on identifying collaborators for improving student learning. They will also plan out hypothetical strategies for such a collaboration and present their plan to the whole group, which will then give them feedback.

Participants will use the What? So, What? Now What? Template to design action oriented strategies and outline relevant collaborators. Facilitators will keep moving between groups and discuss their answers and support them to formulate answers.

Example for facilitators: From the list of challenges mentioned in Activity 2, we are choosing student and teacher safety in school, and while travelling to school, and attendance as the biggest challenges to improving student learning. Filled out What? So, what? And Now, what? Template is presented below.

| What? (Fill here details about the challenges to student learning. Be specific.) | So what? (fill here reasons for why these challenges are important to solve for improving student learning) | Now what? (fill here what strategies and collaboration can be undertaken to solve these challenges) |
|--|---|---|
| <p>Challenge 1: Students do not come to school. WHY? They get bored at school. They do not feel safe in the school. Their friends don't come to school either, so everyone plays at home together.</p> <p>Challenge 2: Teachers don't come to school. WHY?</p> | <p>These challenges are important for solving because student and teacher presence in schools is a fundamental requirement for education.</p> <p>Having adequate infrastructure is important so that students (girls and boys) and teachers can focus on learning and teaching, instead of other things. Infrastructure is beyond</p> | <p>Increasing student attendance:</p> <ol style="list-style-type: none"> 1. Teachers who come to schools most regularly can speak with the parents to understand the reasons for students (girls and boys) absence. 2. Teachers can also be incentivized to come to schools regularly by introducing some minor recognition for teachers with consistent attendance. 3. Students can be provided with free meals to attract them to come to school daily. |

| | | |
|---|---|--|
| <p>Teachers don't feel safe while coming to the school. The school is difficult to reach. Since students anyway are not in school, there is nobody for teachers to teach. Teachers don't have anyone at home to take care of their kids.</p> <p>Challenge 3: Teachers and students don't have enough infrastructure for all students. WHY? This area is hard to reach. Officers are working with the government, but nothing has happened so far.</p> | <p>the control of students and teachers, and hence the government officials should fix it soon as possible.</p> | <p>4. Students can also be provided with rewards for consistently coming to schools. 5. To solve the safety while commuting, local police and parents can be requested to escort groups of students (girls and boys) to school to improve safety in the area. 6. Teachers and students can commute together to schools. 7. Local religious leaders can be requested to encourage students and teachers to come to schools and encourage parents to send students to schools.</p> |
|---|---|--|

The facilitator will conclude the session after recapping the main takeaways.

----- Small Break -----



Design a vision and goals for their supervisory area. (15 mins)

The last part of the training day will focus on designing a vision statement for the participants to lead student learning improvements. Trainers will provide samples of vision statements and dissect them to demonstrate the constituents of a SMART vision statement. They will also explain Maslow's hierarchy of needs to participants so help in prioritization of goals and vision. The idea here is to get the participants to understand the nuances of a good vision statement and its associated goals.

After looking at the challenges presented above, the vision for the school participants can be, "to increase student attendance in local areas and increase parental support for education". The trainers will then use this vision to go over the next 3 days conducting all the activities, and guiding

participants, while making sure that they can think through this one problem in detail as go through. Justification for this vision is that students need to be present in schools for learning to happen, plus school climate and culture is critical for good student performance.



Activity 4: Designing a vision statement/ Plan. (45 mins)

Participants will design a draft vision statement using inputs and feedback from the earlier activity (Activity 3). They will work in groups same as earlier to design the vision statement and its associated goals.

They will finally present it to the whole group.

Note to facilitators: Guide the participants to design for their roles (school/ district/ province/ national supervision) and explicitly incorporate the question “what can I do to make my supervisees job better? What control does my role have on improving student learning?”

Example for facilitators: Using the challenges presented above, we suggest the following visions,

Vision for school professional development officials “to increase student attendance in local areas and increase parental support for sending students (girls and boys) to schools regularly”.

Vision for district professional development officials: “to improve infrastructure in all schools in the district to improve student attendance.”

Vision for province professional development officials: “to provide funds for improving infrastructure and building relationships between religious leaders and education leaders to encourage students (girls and boys) to come to school.”



Structured reflection (25 mins + 10 mins)

The participants will end the day with the structured reflection session. Facilitator will ask them to list out two ideas/ skills/ strategies that were most useful for them in today’s training, and one idea/ skill/ strategy that they need clarification on. + Multiple facilitators will answer questions in small groups for the participants, ensuring that everyone gets time to share in their groups.

All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them. It is upto the trainers discretion on how they want to proceed.



To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 4 days of training. Interactive diary is a strategy to include the participants' voice in the training. In interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two rationale to include interactive diaries in this training. First, it will include participants' voice in the training process. Second, it builds a transferable skill in the participants that they can use when they are working in the field with their supervisees. The facilitators will see trainees as valuable contributors in their development as participants, and for trainees get to actually comment on their training to make it their own.



Interactive diaries

Material required: Any notebook and a pen.

The diaries will be distributed to the participants along with the prompts for feedback on the training, such as,

1. Did you enjoy the activities?
2. What did you learn about in today's training?
3. What would you change about today's training? Etc.

Participants will write their notes for the facilitators in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the facilitators and the trainee participants.

as references for further reading.

DAY 2

CONCEPT 2: DATA BASED DECISION MAKING

Guidelines for the trainers: The following section contains details about each of the teaching aid required to conduct the training session as well.

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|---|---|
| <p>Required trainer skillset:</p> <ul style="list-style-type: none"> ● Knowledge of administrative data requirements for government ● Knowledge of data based decision making systems and data literacy. ● Practical knowledge and experience of field and schools. | <p>Expected Outcome:</p> <ol style="list-style-type: none"> 1. Define and identify various data types available in schools. 2. |
|---|---|

Training plan for the day is shown below.

| Sub-topic | Concepts | Pedagogy | Time |
|---|---------------------------------------|---|---------|
| <i>Competency Developed:</i> B. Managing, measuring work, C. Planning and organizing, D. Reporting and feedback, E. Documentation and record keeping, | | | |
| What does data say? | Concept 2: Data Based Decision Making | Community Building Activity | 15 mins |
| | | Introduction to data literacy and school-based data | 30 mins |
| | | Activity 1: Reflection | 30 mins |
| | | Small Break | 15 mins |
| | | Types of data: presentation | 30 mins |
| | | Activity 2: Interactive group work on school data profile | 45 mins |
| | Concept 3: Systems of data | Lunch | 60 mins |
| | | Data profile template overview | 20 mins |
| | | Activity 3: Creating data profiles of schools | 30 mins |

| | | | |
|--|--|------------------------------------|---------|
| | | Making sense of data | 25 mins |
| | | Small Break | 15 mins |
| | | Making sense of data with examples | 20 mins |
| | | Activity 4: Do it yourself | 55 mins |



Community Building Activity (15 mins)

Participants will work in small groups of 3-4 each and revise the learnings from the previous day. *Facilitator will walk around making observations and taking notes.*



Introduction to data literacy and school based data (30 mins)

Before starting the presentation, the facilitator will go over the competencies addressed in Day 2's training and briefly discuss them with the participants.

The facilitator will introduce the participants to school based data and data literacy. Data literacy refers to “the ability to collect, analyze, communicate and use multiple measures of data to continuously improve all aspects of learning organization, especially teaching and learning.” The participants should be able to transform the data into useful information and then act on that. Facilitators will also go over which data are valuable for administrators and teachers? How does one type of data serve multiple roles? They will briefly introduce different types of data- demographics data, perceptions data, and student learning data, district data about schools (infrastructure/ staff related data), province data (data about district and school professional development officials along with all other data).



Activity 1: Reflection (30 mins)

All participants will get together in small groups of 4-5 and reintroduce themselves.

Facilitators will ensure that participants are working in mixed groups. The intention behind this requirement is that each participant should be able to contribute instead of a few from each group.

Each group will answer the prompt, *“Please tell us a story about a time that you are proud of, when you successfully navigated a challenging situation with help of a team. Please stick to stories in Education and school sector.”* Participants will get 10 minutes for everyone to share their

stories in groups and 10 minutes to identify the data points that were needed to navigate the challenge. The group will then choose one story to share with the whole group, and a scribe will write down all the unique data points mentioned before the whole group share. During the whole group share, all participants will point out other data points, that might be helpful in navigating that situation. (*The goal is not to poke holes in how the situation was managed, instead help the participants understand that a same problem can have multiple useful data points.*)

Example for facilitators: Example of successfully navigating a challenging situation with the help of a team: During a class observation at a school, I noticed in a 4th grade math class on multiplying 3 digit numbers, students were all over the ability level. The teacher was clearly struggling with how to manage them all at the same time. Some students were struggling with simple addition of 2 and 3 digit numbers, while there were some who had mastered the content. Others in the class were trying to grasp knowledge. During my later observations of the same teacher, I realized that the same students were disrupting the class and the teacher did not know how to manage this, other than punishing the students. When I debriefed with the teacher and principal about this problem, they suggested clubbing school wide students into ability based groupings, instead of age based groupings for math classes. Thus, math teacher would teach the students at similar ability level. Overtime, the math scores of all students increased, as their needs were being met at the right level.

Data used: number of students at each ability level across grades, data about class and teacher schedule to manage the classes, regular testing of students to reveal gaps in understanding and final improvement.

----- Small Break -----

CONCEPT 3: SYSTEMS OF DATA



Types of data (30 mins)

Demographics data answers questions to establish the context for the school, and describes the teachers, staff and students in the schools.

Examples of demographics data include:

1. Number of students in schools
2. Distribution of students w.r.t gender/ other diversity categories
3. Age/ grades of students
4. Teacher truancy data

5. Student truancy data
6. Number of students who drop out each year
7. Number of teachers by experience etc

Perceptions data are important because they answer questions to assess the school culture and organizational processes. Perceptions data are usually collected by using a survey questionnaire, highlighting the staff vision, their beliefs about school culture etc. Student perception data collected through questionnaires adds a different lens to the information generated from staff data. Participants can also be trained in conducting focus group interviews so that they can understand the perceptions in detail. What, So what, now what template can be used to document focus group conversations.

Student learning data is commonly collected in forms of summative and formative assessments. Participants can guide the teachers to use classroom assessments to inform and influence instruction. They can also use rubrics to capture formative data about teacher performance and guide them in their ongoing learning efforts.



Activity 2: Interactive group work (45 mins)

Materials required: Sample school data & data profile template.

Participants will be given a data package of a sample school. It includes demographic, perceptions, and student learning data. The facilitator will also put the sample data on the slideshow for all to view. The goal of this activity is for participants to go through all the sample data presented in groups and answer the questions mentioned on the slides.

| Demographic data | Perceptions data | Student Learning Data |
|--|---|--|
| <p>The facilitator will pause and ask the individuals to report what they see and explain why it's important to the whole group.</p> <p>The participants are encouraged to ask all the questions that they have of the data, and the facilitator keeps note of them publicly. These will be answered as the case study progresses.</p> | <p>Similar to the demographic data, participants will comment on perceptions data and facilitators will keep note of questions.</p> | <p>Student learning data is presented at an individual school level.</p> <p>Participants will look at data of one subject across all grades in forms of bar charts.</p> <p>Similar to the demographic data, participants will comment on perceptions</p> |

| | | |
|---|--|---|
| <p>The next information is of groups of students progressing from one grade to the next. Participants are also presented with teacher and student truancy data.</p> | | <p>data and facilitators will keep note of questions.</p> |
|---|--|---|

-----Lunch Break-----

Data Profile template overview (20 mins)

The facilitators will show a sample data profile template to the participants to walk them through the same. Facilitators will also explain the need to have data profiles. Why should participants know their supervisory areas' data?



Activity 3: Creating data profiles for schools (30 mins)

Using the blank data profile sheets for each data category- demographics data, perceptions data and student learning data. In small groups they will work on creating data profiles for the school. *Data profile template is attached at the end of Day 2.*

The groups will share their individual data profiles with the whole groups. The facilitators will keep the conversation going.

At the end of the activity, participants would have created a comprehensive set of strengths, challenges, and ideas/ criticisms for the sample school.

The facilitator will take notes to help the participants draw out big picture questions and implications from their comments during activity 2 across all the data types (demographic, perceptions, and student learning).

Example for facilitators: a sample data profile template is presented below. These are just sample, please go through all the graphs and vreate your own data profiles for the data shared.

Data Profile template

| | |
|--|---|
| <p>What are the strengths and challenges of the school and district based on the demographic/ perceptions/ student learning] data?</p> | |
| <p>Strengths</p> | <p>Challenges</p> |
| <p>1. There is consistent enrollment of students in the district without many dropouts.</p> | <p>Number of girl students was increasing but drastically reduced (maybe due to Covid?)</p> |

| | |
|--|--|
| <p>2. Overall in the school, most students are passing and moving to higher grades, especially in the lower grades. [trainers, think about what else can be put here]</p> | <p>2. Number of students enrolled in school is decreasing post Covid. 3. While most students are Pashto speakers, in the gradewise distribution chart, most students are Dari speakers. What is going on with data here? This is an intentional discrepancy, to get the participants to think critically. 4. In the upper grades, pass percentage is reducing as compared to lower grades. [trainers, think about what else can be put here]</p> |
| <p>What are some of your ideas/ constructive responses to the challenges mentioned above? Reducing enrollment could be due to Covid induced school closures. Can the students (girls and boys) come to schools safely without the fear of Covid? As subjects get tougher, and grades got higher, students at this school are reducing in enrollment. A plan needs to be in place to prevent student dropout. [trainers, think about what else can be put here]</p> | |
| <p>Looking at the data presented, what other [demographic/ perceptions/ student learning] data do you need? Drop out data according to the grades at the school level and at the district level. Surveys from students/ parents and teachers asking about changes in enrollment in the area. Student learning data as compared amongst students with consistent attendance and enrollment and frequent absentees. [trainers, think about what else can be put here]</p> | |

The facilitator will restate the importance of data driven decision making for schools. So far, the participants have created a data profile template where they evaluated the various systems of data, be it demographic data, perceptions data, or student learning data.



Making sense of the data (25 mins)

The facilitator will share ideas about making sense of the collected data: Analyzing the data profile, identify one problem to solve, plan one cycle of PDSA (Plan Do Study Act) for that problem, plan how will the supervisor know if the problem is solved, what are the next steps.

Using the big picture ideas, the facilitators will use PDSA template to demonstrate how to turn insights from data into actionable next steps. *PDSA template attached at the end of day 2.* PDSA is a cycle to target specific goals for improvement and move towards those goals. The facilitators will also keep a running list of what all more data is required to achieve the goals that they set.

----- Small Break -----

Making sense of the data with examples (20 mins)

Facilitators will share two example problems: “students find it difficult to come to schools due to violence” and “students don’t ask any questions in class”. They will walk through these sample problems using the PDSA sheet to demonstrate their thinking to the participants.

Example for facilitators: a sample PDSA sheet with these two problems is presented below.

Plan-Do-Study-Act template

| | | |
|---|--|---|
| <p>What is the goal? What are we trying to accomplish? Problem 1: improve the safety of students commute to school. Problem 2: Increase students participation by asking more questions in class.</p> | <p>What changes might we introduce and why? Problem 1: 1. assign a group of local volunteers to monitor the commute path to school, acting as chaperons for the students on the school path. 2. collaborate with local religious leaders, police leaders, and others to encourage families to send students to schools. 3. students/ teachers/ parents walk in groups to be safe. [trainers, what else can you add here.] Problem 2: 1. assign explicit question preparing time to students during lesson. 2. model asking questions by giving answers to students 3. have students ask and answer questions to each other.</p> | <p>How will we know when we have accomplished our goal? Problem 1: Students would be able to come to school without any violence related events for at least a year. Even without chaperons, students feel safe in commuting to schools. Problem 2: Student questioning in class increases by 50% on average per class. This can be tracked using student learning data.</p> |
|---|--|---|

| | | |
|---|---|---|
| | 4. train teachers to ask deeper questions using Bloom's taxonomy. | |
| PLAN | | |
| <p>What are the next steps to achieve this goal?</p> <p>Problem 1: Reach out to religious leaders and local police officials to discuss the issue. Reach out to local leaders and parents for volunteers to chaperon students to schools.</p> <p>Problem 2: Request few teachers from the district to model a questioning session for other teachers. Create "wonder wall" type areas to ask questions.</p> | <p>What are the following steps to achieve this goal?</p> <p>Problem 1: Identify the staff who will take this role on. Plan a timeline to implement this.</p> <p>Problem 2: Conduct sessions for teachers on Bloom's taxonomy to facilitate them to ask deeper questions.</p> | <p>Predict what will happen when you take these steps.</p> <p>Problem 1: There will be curiosity around the initiative, and backlash from folks who don't want to send students to school/ participate in this initiative. There will also be some encouragement from like-minded folks.</p> <p>Problem 2: Teachers will develop their questioning ability. Some students will start participating.</p> |

What can district professional development officials do to support school professional development officials?
What can school professional development officials do to support district professional development officials?
How can province professional development officials improve student questioning in class?



Activity 4: Do it yourself (55 mins)

Participants will work in small groups and design a PDSA cycle to solve a specific problem and then answer the question, "What can I do in my role to solve this problem?" They will identify a problem based on the data presented to them from the case study and their vision statement from the day before (Activity 4 on Day 1).

Facilitators will guide the participants to choose the problems at their level of supervision (school, district, province or national).

The facilitators will move from group to group to supervise their work and help out where needed. Participants will also keep a track of all the questions that they have regarding the data shared with them and which data do they need to answer those questions.

In the second half of the activity, the facilitators will try to answer another problem, “what can others (above or below me) do in their roles to solve this problem?”

For example, school professional development officials can answer the question, ““what can my professional development officials (district/ province/ national) do in their roles to solve this problem? And the district professional development officials can answer the question, ““what can province professional development officials and school professional development officials do in their roles to solve this problem?”

The idea is to get the participants to understand each other’s roles possibilities and constraints and understand the affordances of their own role.

Example for facilitators: Let us consider the example of increasing student attendance (girls and boys) in schools by increasing safety. School professional development officials can focus on overseeing the work of volunteer committees to chaperon students to schools while bringing them to schools and taking them back. The district level professional development officials could support the work of school level professional development officials by building collaborations between local community leaders and police officials to increase the security in the area and persuade parents to send students (girls and boys) to schools. National and province professional development officials can exercise control on policy implementations and release of funds to support the work of district and school professional development officials. Trainers, please fill out a What? So What? And Now What? Sheet using the above example for each level of professional development officials.

Finally, the facilitator will wrap up the session with a recap and a Q&A time to answer common doubts. They will also revise the competencies addressed in the training topics for Day 2.



Structured Reflection (35 mins + 10 mins)

The participants will end the day with the structured reflection session. Facilitator will ask them to list out two ideas/ skills/ strategies that were most useful for them in today’s training, and two idea/ skill/ strategy that they need clarification on. Multiple facilitators will answer questions in small groups for the participants, ensuring that everyone gets time to share in their groups.

All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them. It is upto the trainers discretion on how they want to proceed.



To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 4 days of training. Interactive diary is a strategy to include the participants' voice in the training. In interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two rationales to include interactive diaries in this training. First, it will include participants' voice in the training process. Second, it builds a transferable skill in the participants that they can use when they are working in the field with their supervisees. The facilitators will see trainees as valuable contributors in their development as professional development officials, and for trainees get to actually comment on their training to make it their own.



Interactive diaries

Material required: Any notebook and a pen.

The diaries will be distributed to the participants along with the prompts for feedback on the training, such as,

1. Did you enjoy the activities?
2. What did you learn about in today's training?
3. What would you change about today's training? Etc.

Participants will write their notes for the facilitators in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the facilitators and the trainee participants.

Notes

DAY 3

CONCEPT 4: INSTRUCTIONAL LEADERSHIP

Guidelines for the trainers: The following section will contain details about each of the teaching aid required to conduct the training session as well as references for further reading.

| | |
|---|--|
| <p>Required trainer skillset:</p> <ul style="list-style-type: none"> ● Mastery over teaching any subject. ● Deep teaching experience ● Knowledge of leading schools | <p>Expected Outcome:</p> <ol style="list-style-type: none"> 1. Knowledge of Afghanistan education guidelines. 2. Knowledge of Educational monitoring 3. Knowledge of coaching 4. Supporting continuous professional development |
|---|--|

| Sub-topic | Concepts | Pedagogy | Time |
|--|---|--|---------|
| <i>Competency Developed: F. Knowledge of education and schooling system, processes, rules, and norms, H. Education expertise</i> | | | |
| Instructional/ Pedagogical leadership | Concept 4: Instructional Leadership | Community Building Activity | 10 mins |
| | | Basics of instructional leadership | 40 mins |
| | | Activity 1: Reflection in action | 25 mins |
| | | Small Break | 15 mins |
| | | Activity 2: Learning from the experts | 75 mins |
| | Concept 5: Structures to support teacher PD | Lunch | |
| | | Structures to support teacher professional development | 30 Mins |
| | | Activity 3: Thinking through critically | 45 mins |
| | | Small Break | 15 mins |
| | | Strategies to become instructional leaders | 20 mins |
| | | Activity 4: Independent reading on more strategies. | 55 mins |

| | | |
|--|-----------------------------------|---------|
| | Structured reflection for the day | 35 mins |
|--|-----------------------------------|---------|



Community Building Activity (10 mins)

The facilitators will have to prepare for this activity in advance. The aim of this activity is to get participants to solve the problem using data driven thinking to solve it, thereby revising the content from previous day and also building community.

Materials required: Post-It sized paper (one for each trainee). Facilitators will write the problems that professional development officials can face in their roles on half the papers and the leave the other half blank, for trainees to write solutions.

The participants will be given a single piece of paper (either problem or blank solution post it) and they will have to mingle and pair up to write the data points that they would need to solve the problem. *Sample data points are provided at last.*



Basics of instructional leadership (40 mins)

After the initial community building activity, the facilitator will go over the competencies addressed in the training topics for today and start the session on Day 3. The trainers will share examples of star teacher-leaders using the case studies for instructional leadership document and ask the participants to take notes and comment on the activities.

Trainers, please use the case studies for instructional leadership document.

After hearing the participants share their feedback, the facilitators will introduce the idea of instructional leadership and the role of professional development managers as instructional leaders. Professional development managers as instructional leaders can work with clusters of schools and individual schools both to ensure enriched and timely academic planning and activities. Oftentimes schools need support from the system, for example, when a teacher is on long leave, and a substitute needs to be hired and placed in school, or conducting curriculum reviews, or conducting field trips, monthly teaching plans etc. A supervisor in the instructional leadership role can work on such topics to oversee and ensure that the schools' academic life is carried out in a well-coordinated manner.

Note to Trainers: Please inform the participants that they will learn about pedagogy in depth in the pedagogy training module.



Activity 1: Reflection in action (25 mins)

In small groups, participants reflect in small groups on their contexts and identify improvement areas which can lead to improved instructional practices. Facilitators will encourage trainees to think critically about the problem instead of jumping directly to action. Participants will also share who they turn to for instructional help in their subject areas.

Note to facilitators: Encourage mixed group teams of school, district, and national level professional development officials. This will help each of them understand the other one's role and responsibilities.

Example for facilitators: Let us consider the goal of increasing student questioning in class. While this is directly teacher's responsibilities, professional development officials at all levels can also impact it. For example, school professional development officials can form an interschool team of teachers, and conduct learning circles around student questioning. Similarly, district professional development officials could ease out school professional development officials' role by providing them with the infrastructure and training needed to successfully lead teachers learning circles for improving student questioning. Lastly, province and national professional development officials could nudge policy makers and funders to support interventions that promote student interaction in class, questioning being one of them. They could also address local infrastructure and resources challenges to give agency to the school professional development officials and teachers to focus on building student questioning. Thus, while the direct actor is the teacher-student interaction, professional development officials at all levels play a role in improving the learning experience for students.

----- Small Break -----



Activity 2: Learning from the experts (1 hour and 15 mins)

A role model from the academic professional development officials community will be called in to share their experience instructional and organizational leadership from the academic supervision perspective.

Note to facilitators: Confirm the appointment with the guest speaker while preparing for this training. Plan a talk with the guest speaker, urging them to share their experience on 1) supervising the work of their juniors (focus on the strategies they undertook to support instructional practices) 2) working with superiors to improve student learning. Help them with power point presentations if needed.

The participants will get to ask questions to the guest.

-----Lunch Break-----

CONCEPT 5: STRUCTURES TO SUPPORT TEACHER PROFESSIONAL DEVELOPMENT



Structures to support professional development (30 mins)

Professional development officials can act as instructional leaders by not only building their expertise on academic subjects to take on the role of master teacher, but also by empowering teachers to improve their own practice. They do so by focusing on building capacity of teachers through professional development, providing school based support to teachers, and by building communities of teachers on common topics.

The school level professional development officials can work together with district professional development officials to perform the roles of trainers and mentors for the teachers and principals in their supervision. PD can be supported in three distinct steps:

1. conduct trainings at block levels: these trainings can be organized around the teachers needs, where district wide/ cluster wide teachers can be trained on common topics. Such trainings can be led by professional development officials who are experts on the relevant topics.
2. Follow up at schools: The school professional development officials could follow up with the teachers after the trainings to support them on problem areas and mentor their implementation. Thus, participants would be observing classrooms and conducting discussions on the effectiveness of these sessions.
3. Facilitate teacher community building by holding regular meetings between teachers to address the topics of past trainings and develop plans for next trainings.

Role of other participants who are not directly working with schools could be the following:

1. to facilitate development of local academic experts so that clusters can draw on their support as needed.
2. create a collaboration between local experts and colleges and university educators to build a directory of experts that can be called in to support school work.
3. develop libraries and resource rooms at the district and province levels for common use by education community.
4. Provide autonomy and timely release of funds to conduct smooth trainings.



Activity 3: Thinking through critically (45 mins)

Participants will be distributed in groups of school+ district + province professional development officials. If participants from all three roles are not present, others can take on their role for the duration of the activity. The intention behind this is to get everyone to see a problem from all levels.

Together in the group, they will choose any one of the above mentioned roles, and think through them using the What? So what? And Now what? Template and present in small groups.

----- Small Break -----



Strategies to become instructional leaders (20 mins)

Other than being instructional leaders themselves, professional development officials must also be able to meet the needs of teachers by either leading instructional sessions themselves, or by creating sessions for teachers to get professional development training, as a single supervisor cannot be an expert on all topics of instructional relevance. Three strategies are shared to become better instructional leaders.

Note to trainers: Refer to the case studies for instructional leadership document again. This time emphasizing on the activities.

Strategies to become instructional leaders.

The trainer will share the case studies for instructional leadership document again with the participants and ask them to highlight the activities that the leaders engaged in, that helped improve the instruction at school. Encourage the participants to share in the whole group.



Activity 4: Independent reading on more strategies (55 mins)

Materials required: successful school improvement document.

Participants will be divided in three groups and asked to read 2 pages each of the 6 page document and prepare a mini lesson for others. They would get 25 minutes to read their content plan out the lesson (using roleplay/ skit/ poem/ doing an activity anything).

To conclude, each group will present their readings for 10 minutes and answer audience questions.

At the end of the session, the facilitator will go over the competencies addressed in the training topics for Day 3 and answer questions from the audience.



Structured Reflection (25 mins)

The participants will end the day with the structured reflection session. Facilitator will ask them to list out two ideas/ skills/ strategies that were most useful for them in today's training, and one idea/ skill/ strategy that they need clarification on. Multiple facilitators will answer questions in small groups for the participants, ensuring that everyone gets time to share in their groups.

All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them. It is up to the trainers' discretion on how they want to proceed.

To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 4 days of training. Interactive diary is a strategy to include the participants' voice in the training. In interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two rationales to include interactive diaries in this training. First, it will include participants' voice in the training process. Second, it builds a transferable skill in the participants that they can use when they are working in the field with their supervisees. The facilitators will see trainees as valuable contributors in their development as participants, and for trainees get to actually comment on their training to make it their own.



Interactive diaries (10 mins)

Material required: Any notebook and a pen.

The diaries will be distributed to the participants along with the prompts for feedback on the training, such as,

1. Did you enjoy the activities?
2. What did you learn about in today's training?
3. What would you change about today's training? Etc.

Participants will write their notes for the facilitators in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the facilitators and the trainee participants.

Notes

DAY 4

CONCEPT 6: INTRODUCTION TO IMPROVEMENT PLANS

Guidelines for the trainers: The following section will contain details about each of the teaching aid required to conduct the training session as well as references for further reading.

| | |
|--|---|
| <p>Required trainer skillset:</p> <ul style="list-style-type: none"> ● Knowledge of schooling and education systems in Afghanistan. ● Experience with training others ● Knowledge of SIPs. | <p>Expected Outcome:</p> <ol style="list-style-type: none"> 1. Knowledge of school processes 2. Planning and supporting for continuous school improvement 3. Managing changes 4. Developing local solutions to challenges. |
|--|---|

| Sub-topic | Concepts | Pedagogy | Time |
|---|---|--|---------|
| <i>Competency Developed:</i> I. Education expertise, J. Knowledge of education and schooling system, processes, rules, and norm, K. Problem solving and decision making, L. Planning and organizing | | | |
| School Improvement Plans | Concept 6: Introduction to SIP | Community Building Activity | 15 mins |
| | | Introduction to improvement plans | 20 mins |
| | | Prioritizing the topics for school improvement. | 20 mins |
| | | Activity 1: Identify the partners in school improvement. | 30 mins |
| | | Small Break | 15 mins |
| | | Whole group activity: A sample walkthrough | 75 mins |
| | | Lunch | 60 mins |
| | Concept 7: Evaluating SIP & giving feedback | How to evaluate Improvement plans | 40 mins |
| | | How to give feedback on Improvement Plans | 25 mins |

| | | | |
|--|--|--|---------|
| | | Interactive Roleplay: give and receive feedback on sample improvement plans. | 40 mins |
| | | Structured reflection for the day | 35 mins |
| | | Small Break | 15 mins |
| | | Reflection: I used to think, and now I think... | 25 mins |
| | | Academic Supervision Competency Self-Assessment & closing | 15 mins |



Community building activity (15 mins)

Participants will be asked to find someone that they have not interacted with before and introduce themselves to that person. They both will share their journey in the academic supervision role thus far. Participants will do so with 2-3 people that they do not know well.

If the group is too small and the participants already have a relationship with each other, the facilitators will go over the content from previous day and revise concepts/ strategies about instructional leadership.



Introduction to Improvement Plans (SIP) (20 mins)

After the initial community building activity, the facilitator will go over the competencies addressed in the training topics for Day 4.

In the first training, facilitators will delve in the relationship between school improvement and academic supervision. They will discuss School Improvement Plans (SIP). A SIP lays out the vision of the school, strategies to implement that vision, people responsible, potential expenditures, and timelines to achieve that vision. The role of professional development officials is to enable the schools to get access to resources/ time and experts that they need to implement the SIP. The participants would also be responsible to evaluate the SIPs in their cluster/ schools.



Prioritizing topics for school improvement (20 mins)

The supervisor will walk the audience through Maslow's hierarchy of needs to suggest some direction for trainees improvement plans. This can be complemented with analysis of existing school data to justify the need for improvement. Lastly, the improvement suggested has to be practical and possible.



Activity 1: Identify the partners in school improvement. (30 mins)

Using the vision statements from Day 1, participants will create goals for their school improvement plans. They will use their vision to prioritize the goals and identify collaborators in this plan. They will then share in small groups with facilitators walking around and taking notes.

----- Small Break -----



A sample walkthrough (1 hr 15 mins)

The facilitator will share with the participants a sample SIP (SAMPLE- School Improvement Plan Format - SIP 2021-2022). The participants will get 15 minutes to read the SIP by themselves and make notes. The facilitator will then conduct a walkthrough of the SIP while asking and answering questions.

----- Lunch Break -----

CONCEPT 7: EVALUATING SIP & GIVING FEEDBACK



How to evaluate Improvement Plans (40 mins)

In the second half, the facilitator will focus on evaluating the improvement plans presented to them. Simply having a plan doesn't mean that the plan is good or will be workable plan to improve the current environment. First step to be able to evaluate improvement plans from different schools/ districts is to ensure that there is consistency in the format of the plans. An example criterion to evaluate the plans is provided here and shall be discussed by the facilitator.

| | |
|-------------------------|--|
| Comprehensive | all goals are linked to identified concerns and causes in alignment with past improvement practices. |
| Specific Goals | What are the specific goals? Are the goals too broad? |
| Measurable Goals | quantifiable goals with a system of data- to measure the improvement and a final target |
| Achievable Goals | goals are sufficiently challenging to close learning gaps in 3 to 5 years for targeted subgroups |
| Relevant Goals | all goals align with urgent student needs identified in comprehensive needs assessment |
| Timely Goals | all goals identify a specific window of time when the assessment will be administered |

| | |
|--------------------------------------|--|
| Action oriented plan | all goals explicitly aligned with solutions and steps describe how solutions will be implemented |
| Professional Development Gaps | all program implementations are supported by specific action steps for professional development |
| Parental Involvement | evidence of frequent parent communication regarding standards, best practices, and grading |
| Equity and inclusion | Does the plan explicitly include how the needs of marginalized students be addressed? |
| Progress Monitoring Plan | Progress monitoring steps explicitly describe what people are doing to assess progress toward goal attainment. How often will the steps be monitored: weekly; fortnightly; monthly or more |
| Reflection Process | reflection plan explicitly describes how action will be taken as a result of the reflection |
| Use of Time and Opportunities | described time and opportunities required to meet needs of targeted subgroups |
| Alignment with policy | does the SIP contain elements as required by the policies |



How to give feedback on Improvement Plans (25 mins)

Facilitator will demonstrate giving feedback on the sample plan using the above mentioned criteria. They will think out loud through each criterion and justify their evaluation.



Interactive Roleplay (20 + 20 mins)

All participants will work in pairs with people that they have not worked before.

In the first 20 minutes, the participants will present their plans created during the training starting from creation of vision, identifying collaborators, PDSA cycle, instructional leadership strategies etc. to each other.

In the next 20 minutes, participants will take turns playing the role of evaluators and the ones to whom feedback is given. The role of facilitators is to walk around in groups and mingle with the participants and give feedback.

A few volunteers can present their plans to the whole group.



Structured Reflection (35 mins)

The participants will end the day with the structured reflection session. Facilitator will ask them to list out two ideas/ skills/ strategies that were most useful for them in today's training, and one idea/ skill/ strategy that they need clarification on. Multiple facilitators will answer questions in small groups for the participants, ensuring that everyone gets time to share in their groups.

All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them. It is upto the trainers discretion on how they want to proceed.

----- Small Break -----



I used to think...and now, I think... (25 mins)

In the final part of this training, participants will reflect using the prompt, "*I used to think... and now, I think...*" to reflect on their learning in the entire training. All participants will share their answers in small groups, and the groups will volunteer one person to share their combined reflection with the larger group.

The facilitators will keep things moving.



Academic Supervision Competency Assessment Rubric (15 mins)

To conclude the training module, facilitators will guide the participants to reassess their competencies using the competency self-assessment rubric. Hopefully, participants would see a growth in self-assessed competencies.

Note for facilitators: To reteach the weaker competencies (as self-identified by participants), trainers can use the Academic Supervision competency and Associated Training resource attached at the end. Trainers will be encouraged to arrange a time to reteach the weaker training topics

Further Reading

- *Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template*
- *National Assessment Framework for Afghanistan*
- *National Education Strategic Plan (NESP 2030)*
- *Maslow's hierarchy of needs (<https://www.simplypsychology.org/maslow.html>)*

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Niesz, T., & Krishnamurthy, R. (2013). Bureaucratic activism and radical school change in Tamil Nadu, India. *Journal of Educational Change*, 14(1), 29-50.

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Notes

Competency Self-Assessment Rubric

Please self-assess your capabilities for each of the following core competencies. Use tick mark to depict your competency level.

(The purpose of this rubric is to help you assess your levels on the competencies, so that you can document your growth and identify areas of improvement.)

| Core Competency | Highly Proficient | Mildly Proficient | Low Proficient | Not Proficient |
|---|-------------------|-------------------|----------------|----------------|
| Education expertise: The knowledge, ability and a sound understanding of professional expertise in education policy, practices, curriculum design, effective learning, education assessments, educational management and leadership, and change. | | | | |
| Managing, measuring work The ability to set clear objectives and assign responsibility, tasks and decisions. Create systems and processes that manage themselves. Measure and monitor process, progress and results and provide feedback. | | | | |
| The ability to create and use logical, systematic processes to achieve goals. Accurately determine the length and difficulty of tasks and activities; set clear, realistic, and measurable goals; set priorities and time parameters to accomplish tasks and Activities; anticipate roadblocks and develop contingencies to redirect tasks so momentum is not lost. Can marshal resources (people, funding, material, and support) to get things done; can orchestrate multiple activities at once to accomplish a goal; use resources effectively and efficiently; arrange information and files in a useful manner. | | | | |
| Reporting and feedback The ability to accurately report findings and observations and provide feedback for improvement of teachers' performance and school administration effectiveness and efficiency. | | | | |
| Documentation and record keeping The ability and understanding of record keeping and documentation of work aligned with MOE records management policy, following all ethical and legal guidelines | | | | |

| | | | | |
|---|--|--|--|--|
| surrounding documentation, and sound understanding of digital record and documentation management and knowing what, when and how to record and document. | | | | |
| Knowledge of education and schooling system, processes, rules, and norms The knowledge and understanding of Afghanistan's education system, strategic plans, policies, manuals and changes in education system. | | | | |
| Problem solving and decision making. The ability to use analysis, wisdom, experience, logic, creative and critical thinking to take effective, considered and timely decisions by gathering and evaluating relevant information from within or outside the organization and making appropriate judgements to establish shared ownership and effective action. | | | | |

What, So, what, Now what, template

| <p>What? (Fill here details about the challenges to student learning. Be specific.)</p> | <p>So what? (fill here reasons for why these challenges are important to solve for improving student learning)</p> | <p>Now what? (fill here what strategies and collaboration can be undertaken to solve these challenges)</p> |
|--|---|---|
| | | |

Trainer Resource: Academic Supervision Competency and associated training

The table below shows which competencies are related to which subtopics:

| Academic Supervision Competency | Associated Training |
|--|--|
| Education expertise | Academic supervision – need and purpose Instructional leadership. Evaluating SIP and feedback. |
| Managing, measuring work | Data based decision making. |
| Planning and Organizing | Data based decision making. Evaluating SIP and feedback. |
| Reporting and feedback | Data based decision making. |
| Documentation and record keeping | Data based decision making. |
| Knowledge of education and schooling system, processes, rules, & norms | Instructional Leadership. Evaluating SIP and feedback. |
| Problem solving and decision making. | Evaluating SIP and feedback. |

Data Profile template

| | |
|--|-------------------|
| What are the strengths and challenges of [Enter name of school here] school's [demographic/ perceptions/ student learning] data? | |
| Strengths | Challenges |
| | |
| What are some of your ideas/ constructive responses to the challenges mentioned above? | |
| | |
| Looking at the data presented, what other [demographic/ perceptions/ student learning] data do you need? | |
| | |

Optional: Data Profile template

You can use the table below to document the data that you have been provided with.

| Strengths | | | | | | Challenges | | | | | |
|--|-------|------------------|------------------|-----------------------|-------|-----------------------|-------|------------------|-------|-----------------------|-------|
| Demographic Data | | Perceptions data | | Student Learning Data | | Demographic Data | | Perceptions data | | Student Learning Data | |
| Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| | | | | | | | | | | | |
| What are some of your ideas/ constructive responses to the challenges mentioned above? | | | | | | | | | | | |
| Demographic Data | | | Perceptions data | | | Student Learning Data | | | | | |
| Boys | Girls | | Boys | Girls | | Boys | Girls | | | | |
| | | | | | | | | | | | |

| Looking at the data presented, what other [demographic/ perceptions/ student learning] data do you need? | | | | | |
|--|-------|------------------|-------|-----------------------|-------|
| Demographic Data | | Perceptions data | | Student Learning Data | |
| Boys | Girls | Boys | Girls | Boys | Girls |
| | | | | | |

Plan-Do-Study-Act template

| | | |
|--|---|---|
| <p>What is the goal? What are we trying to accomplish?</p> | <p>What changes might we introduce and why?</p> | <p>How will we know when we have accomplished our goal?</p> |
| <p>PLAN</p> | | |
| <p>What are the next steps to achieve this goal?</p> | <p>What are the following steps to achieve this goal?</p> | <p>Predict what will happen when you take these steps.</p> |

Data points for Day 3 Community Building Activity

In another school, a young teacher saunters into the principal's room and requests to take her class on a project site to the park nearby to "study the flora and fauna of the country". The principal agrees readily, smiles and says: "We need more teachers like you". A little while later, the teacher is observed sitting at one end of the park, soaking in the winter sun while the children are all over, fighting and playing as they usually do when left by themselves.

A walk down the corridor of the same school suggests why the principal does not like to venture out of her room. The building emanates foul smells from neglected toilets and lavatories. The foul odour overpowers most parts of the school building. Besides, the walls and windows are dark, dingy, damp and loaded with months of dust and cobwebs.

The school principal's room is located at one end of a fairly large government school building in a small town. The principal hardly ventures out of her room. The staff room is at the other end of the corridor. When the visitor is taken on an unannounced round, a few teachers quickly get up from their seats and take positions in the classroom that seem to be reverberating with the high pitched blabber and chatter of young children.

Just before the morning assembly, in a private unaided school, the principal holds the long tufts of hair of a few boy students roughly and exclaims: "I am going to chop these off now. I have waited long enough for you to do this on your own". He calls out to the physical instructor and asks him why he was unable to control these boys. He reminds the instructor: "You know I depend on you to make sure that we have good discipline. That's the way we organize things in this school."

Later, in the same school, the physical instructor is observed chatting with a few students on the playground while the rest of the students while away their time during the games period. The principal summons the physical instructor every once in a while but only to help maintain better discipline in the school. The school does not boast of any good player in any sport.

In a private-aided school, the mathematics teacher is summoned to the principal's office after the lunch break. He is told that the results for the final examinations for classes 6th, 7th and 8th must look better than what they did last year. He is told that he may find anyway he wants but that is how it should be. The teacher in turn begins to give excessive homework to the students because the examinations are only three weeks away. He is nervous and unduly impatient with the students.