CLINICAL SUPERVISION MODEL FOR TEACHERS' PROFESSIONAL DEVELOPMENT: IMPLICATIONS FOR SCHOOLS OF FEDERAL DIRECTORATE OF EDUCATION

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By

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Candidate of Master of Philosophy at the National University of Modern Languages do hereby declare that the thesis "Clinical Supervision Model for Teachers' Professional Development: Implications for Schools of Federal Directorate of Education" submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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Nosheen Akhtar

Dedicated to

I dedicate this piece of work to THE GREAT EDUCATIONIST HAZRAT MUHAMMAD PEACE BE UPON HIM. After Him (S.A.W.W), I dedicate my work to my affectionate father NASIM AKHTAR KIYANI, and my loving mother RASHIDA BIBI for their immense love, and unconditional sacrifices they rendered for me throughout my life. And for their prayers that helped me sustain myself in this world.

ABSTRACT

Title: Clinical Supervision Model for Teachers' Professional Development: Implications for Schools of Federal Directorate of Education

The aim of the research study was to investigate the views of principals and teachers on clinical supervision model (CSM) and individual professional development plan (IPDP) for professional development of teachers in Federal Directorate of Education (FDE), Islamabad. And to propose a supervision embedded model for teachers of FDE. The objectives were; to examine the usability of Clinical Supervision Model along with individual professional development plan for teachers, to investigate the challenges and possibilities in adopting Clinical Supervision Model, and to propose a model that can provide continuous professional support to teachers. The clinical supervision model consisted of four major stages; pre-observation conference, observation, analyzing observation data and post-observation conference. This study was delimited to female primary schools of sector Tarnaul of Federal Directorate of Education, Islamabad. The researcher used mixed method approach to implement, and assess the need for clinical supervision model and individual professional development plan for the teachers. The sample consisted of five principals and five teachers from five female primary schools of sector Tarnaul selected through random sampling. Three- point Likert scales were developed to assess the opinions of participants that were validated by experts. The research study found that supervision is rare and evaluation is an annual confidential practice. After the intervention of CSM and IPDP, majority of participants found the model and the plan reflective, diagnostic, formative and educative processes because identification of concerning areas in the pedagogical skills during CSM helped them to set targets for the teachers, and IPDPs formulated workable strategies to meet the targets within timeline. Based on the research study, the researcher proposed a supervision embedded evaluation model for teachers of FDE. However, it was suggested to provide relevant trainings, enhance qualifications of principals and teachers, and ensure availability of appropriate resources for the implementation of supervision and PD embedded evaluation model.

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LIST OF ABBREVIATIONS

Abbreviation	Terms
AEO	Area Education Officer
ACR	Annual Confidential Report
CDP	Continuous Professional Development
CSM	Clinical Supervision Model
FDE	Federal Directorate of Education
HEC	Higher Education Commission
IPDP	Individual Professional Development Plan
OECD	Organization for Economic Co-operation and Development
PER	Performance Evaluation Report
PD	Professional Development
PDP	Professional Development Plan
PLG	Professional Learning Goal
SLO	Student Learning Outcomes
SMM	The School Management Manual

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Quality education is one of the key concerns of education policy of Pakistan (Ministry of Federal Education and Professional Training, Pakistan, 2017). Quality education can be attained through provision of quality teachers. Although, prospective teachers go through intense professional degree programs, however, research studies proved that in-service trainings, evaluation and supervision ensure productive performance from teachers. Furthermore, teachers' effectiveness and students' achievement are highly related. It is imperative to understand differences between teacher evaluations and teacher supervision. Teacher evaluations are termed as summative whereas, supervision intends at on-going professional support to teachers. In supervision, teacher is not aware of the evaluation process rather a part of self – improvement goals, and plans. Additionally, the supervisee and the supervisor have a collegial connection. Effective supervision results in effective instructions, which is the goal of supervision.

In public sector of Pakistan, teacher evaluations are confidential evaluation reports about which teachers are ignorant what the principal and counter commenting authority has endorsed to the performance of the concerned teachers. Teachers' evaluations, in this context has a hierarchal structure based on administrator- sub-ordinate relationship. Evaluation of teachers is considered an administrative and mechanical tasks and purpose is to evaluate and control teachers in their administrative circle. Feedback, continuous tracking the progress of teachers is missing. Behlol,

Perveen, Kayani, Yousuf (2011) heighted this fact in the study that school supervisor hardly invests in supervisory support and guidance to their teachers or heed to their professional problems. Both internal and external supervisors deal with teachers in authoritarian way, hence neglecting the opinions of teachers. Moreover, Behlol et al, 2011 noted,

> They (supervisors) do not believe in the concept of supervision as a process of sharing, helping, guiding, counseling, and motivating teachers to solve problems which they face while teaching in classroom…they practice and follow the principles of inspectoral model of supervision.

There is need to make a shift from traditional evaluation to improved supervisory practice in school leadership. Research studies support that teachers want to reflect on their teaching process and hence want to be part of their evaluation process. In this context, many supervision styles are used in school's leadership, however, Clinical Supervision Model for school teachers is considered an effective model to improve teacher's performance. Clinical Supervision Model is based on the principle of developing relationship of trust between the supervisor and teacher as colleagues rather than supervisor and subordinate relationship (Cooper, 1984, Glickman et al., 2014). It provides opportunity to teachers to reflect on their practices and principals in return provide effective feedback. Furthermore, National Education Association, 2010 asserts that teacher evaluation and professional growth are integrally related parts of same process. And to support the process, school culture must provide an environment for an on-going reflection and improvement. Zepeda (2007) affirms that formative assessment encourage teacher to improve their teaching. Therefore, Clinical supervision being diagnostic and formative in nature provides worthwhile feedback to teachers for their improvement and thus increases their performance (Thomas, 2008, Glickman et al., 2014). And if implemented in Federal Directorate of Education, Islamabad will be a leading step towards ensuring quality education.

Similarly, the concept of professional development plan for teachers discussed in the current research study has served the purpose to support professional development of teachers in continuous manner as suggested in teaching standards for teachers of Pakistan. In Pakistan, Higher Education Commission aims at providing CPD to university teachers through capacity building programs and refresher courses, seminars and various workshops (HEC, Pakistan, n.d) . Dishad, Hussain, and Batool (2019) suggested to provide more focused and updated CPDs to public sector university teachers in Pakistan. According to (Ministry of Education, AEPAM, Pakistan, 2021) in statistical analysis document 2017-18, at school level, public sector is serving 56% students (almost 28.49 million) whereas 44 % (22.70 million) are enrolled in private sector. On contrary to teacher student ratio, 46 % teachers are working in public sector as compare to private sector. This shows that more attention is needed to focus CPDs of teachers in public sector.

Narrowing down to Federal Directorate of Education, Islamabad that is administering 423 Federal Government educational institutions in Islamabad Capital Territory, it provides serves over 220,000 students from prep to postgraduate level. Further, FDE has 9663 teaching staff members who are provided in-service trainings and capacity building workshops (Ministry of Federal Education & Professional Training ((MoFEPT), 2021). Nasreen and Odhiambo (2017) advocated for CPD for school leaders according to the recent trends. Keeping in view the need for continuous professional development of teachers, the current study proposed a supervision embedded evaluation model that also serves the purpose of providing continuous professional support to teachers.

1.2 Rationale of the Study

The rationale of current study has its foundation in contextual limitations of research studies on practice of clinical supervision model for school leaders and teachers' evaluation system in Pakistan. With the advances in school leadership roles and responsibilities, transformational and pedagogical leadership styles, supervision cycles, evaluation of teachers are gaining importance in school culture around the globe. Moreover, standard based performances, standardizations, certifications, profession relevant knowledge, skills, and dispositions are widely associated with school leadership in the present arena. On contrary, school supervision is traditional, summative and authoritarian in practice (Nawab, 2020). It is therefore, necessary to provide exposure to principals and teachers with on-going, formative and data-informed school supervision.

The need of current research study was to acquaint school principals and teachers with clinical supervision model that engage them together to understand the problematic area of teaching process and other concerning areas in classroom. Therefore, the researcher has provided an opportunity to principals to do mock evaluation of teachers on Clinical Supervision Model (CSM), and helped teachers to be part of their own classroom instructions' evaluation process.

The MoFEPT, Pakistan constituted standards for teacher's performance and evaluation in 2017. The study used those standards to showcase teachers to evaluate their own teaching process. Additionally, this study's goal was to give instructors a template for an individual professional development plan (IPDP) based on smart goals and collaborative teacher effort to meet the teachers' predetermined instructional or professional goals. As research studies mentioned that clinical supervision is a reflective process (Zepeda, 2007) in which teachers construct their own development

plans in effective way. Therefore, this study also involved teacher in a reflective process to understand strength areas of teachers and track improvement areas.

The researcher has worked as a senior elementary teacher for 15 years in public sector of Islamabad Capital territory. And currently, serving as headmistress in the same sector. During the fifteen years of teaching experience in the school, the researcher observed that school operations are rapidly changing; shifting their functions from manual to digital system. Which requires from school leaders to respond more quickly and effectively to contextual, environmental and global changes in the organization. This urged to learn more about supervision practices in school. Which is why, the researcher studied Educational Leadership and Administration in K-12 arena. It unveiled this fact, it is necessary for school leaders to have certain leadership knowledge, skills and disposition to keep updated school operations according to national and international demands of the society. That is why, the researcher opined that supervision of teachers and helping them to respond and reflect on classroom interventions is a most demanding area of school leadership operations. Moreover, it also requires to transform the role of principals from evaluative mode to supervisory mode. The purpose of the current study was to assess the clinical supervision model and individual professional development plans at the primary school level in the Federal Directorate of Education (FDE), Islamabad. Furthermore, the study aimed to propose a model to implement CSM and IPDP for educational supervision and teachers' evaluation at primary school level in Federal Directorate of Education, Islamabad.

1.3 Statement of the Problem

Although, teachers' on-going evaluation forms in its rudimentary form are present in head's manual observed for Federal Directorate of Education, Islamabad,

however, teachers are evaluated on already practicing Annual Confidential Report (ACR) which is now named as Performance Evaluation Report (PER). Moreover, teachers neither get supervisory support on their classroom instructions nor does their performance is tracked through any systematic process. Furthermore, the hierarchy of administration rarely establishes collegial environment among school principals and teachers. Based on proposed evaluation process for teachers mentioned in School Management Manual and existing practice of teachers' evaluation, the current study, and examined implications for adopting CSM and IPDP for professional development of teachers in public sector of Islamabad. As a teacher and practicing school leader in FDE, the researcher wanted that teachers must be involved in reflective process to improve their professional practices and chalk out professional development plan to track, and assess their performance throughout the academic year. Therefore, the existing problem of practice that is to evaluate teachers confidentially without any supervisory support was addressed in this research study and principals and teachers were provided opportunity to engage in formative evaluation of instructional process of teachers, so they can perform more effectively based on classroom data, and plan accordingly to achieve their goals. Hence, teachers could be more reflective, reflexive responsible and collegial with their principals in their evaluation process.

1.4 Research Objectives

The current study focused following research objectives;

1. To assess the pre- existing concept of school principals and teachers about supervision and evaluation of teachers in Federal Directorate of Education, Islamabad

2. To examine the usability of Clinical Supervision Model in primary schools of Federal Directorate of Education, Islamabad
3. To assess the concept of individual professional development plan for teachers in Federal Directorate of Education, Islamabad
4. To investigate the challenges in adopting Clinical Supervision Model in primary schools of Federal Directorate of Education, Islamabad
5. To evaluate the possibilities in adopting clinical supervision model for the professional development of teachers in Federal Directorate of Education, Islamabad
6. To propose a model that also serves the purpose of providing continuous professional support to teachers in Federal Directorate of Education, Islamabad

1.5 Research Questions

Main Question

What are the perspectives of school principals, and teachers after being acquainted with clinical supervision on teachers' professional development at primary school level in Federal Directorate of Education, Islamabad?

Subsidiary Questions

i. What is the pre- existing concept of school principals and teachers about supervision and evaluation of teachers in Federal Directorate of Education, Islamabad at primary school level?

ii. What are the opinions of school principals and teachers after being introduced with clinical supervision model for continuous teacher's professional development process in Federal Directorate of Education, Islamabad at primary school level?

iii. What are the views of principals and teachers on developing professional development plan through clinical supervision model in Federal Directorate of Education, Islamabad at primary school level?

iv. What are the challenges in adopting clinical supervision model for professional development of teachers in Federal Directorate of Education, Islamabad at primary school level?

v. What are the possibilities in adopting clinical supervision model for professional development of teachers in Federal Directorate of Education, Islamabad at primary school level?

vi. What sort of Model can be proposed that serves the purpose of providing continuous support to teachers in Federal Directorate of Education, Islamabad?

1.6 Conceptual Framework

The three steps that make up the conceptual framework of the current study are the intervention of the clinical supervision model, the development of the individual teacher's professional development plan with the assistance of the principal (the supervisor), and the monitoring of the teacher's progress in light of the objectives set forth in the individual teacher's professional development plan. Hence, shifting view

from evaluation to supervision through continuous support for professional development of teachers within the school building.

1.6.1 Components of Clinical Supervision Model and Agents of Change from summative evaluation to clinical supervision of teachers. Though, various stages of Clinical Supervision for teachers were given by researchers in past. Cogan (1973) included eight phases in his clinical supervision process, Goldhammer (1969)'s work on clinical supervision comprises five stages, and Acheson and Gall (1987) suggested three stages which is now widely followed model of clinical supervision in the field of teacher supervision (Bencherab et al., 2021). The current study has considered following four components of Clinical Supervision that were followed step by step and involved one-on-one interaction between school principal, teachers, and the researcher. The steps were; Pre- observation conference, Observation, analyzing observation data, and Post- conference.

1.6.2 Professional Development of Teachers. Chesterfield County Public Schools (2009), Arlington public schools (2015), Fairfax County Public Schools (2015) in the respective teacher evaluation handbook outlines a process of developing professional development plan for teachers that includes following steps;

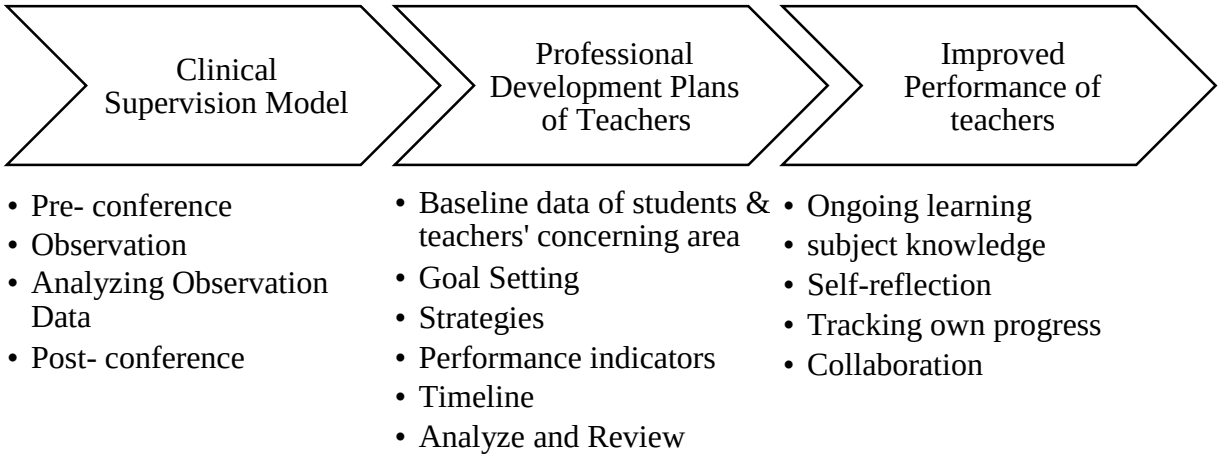
i. Sharing vision and mission of school
ii. Description of population
iii. Strength and weak performance areas of the teacher
iv. Goal setting of an individual teacher
v. List of Strategies to achieve goal
vi. Description of achievement indicator
vii. Time line

1.6.3 Improved Performance of teachers. Clinical Supervision and teachers' professional development plans shows improvement in many aspects**.**

Formative assessment is a powerful lever for improving learning (Black & William,1998). Providing constructive feedback as an ongoing activity for teaching and learning in areas of professional development needs and instructional improvement. Roschelle, Penuel and Abrahamson (2004) supported the idea that building classroom networks help students to understand complex subject matter, increase students interest especially in Science and Mathematics, enhance discussion and interactivity, understanding ones' own level of comprehension and improving teachers' insight into students' level of difficulty. Therefore, constant supervision helps to trace the level of progress within the building and facilitate teachers to develop imaginative and self-progress among students

Figure 1.1

Diagrammatic View of Conceptual Framework



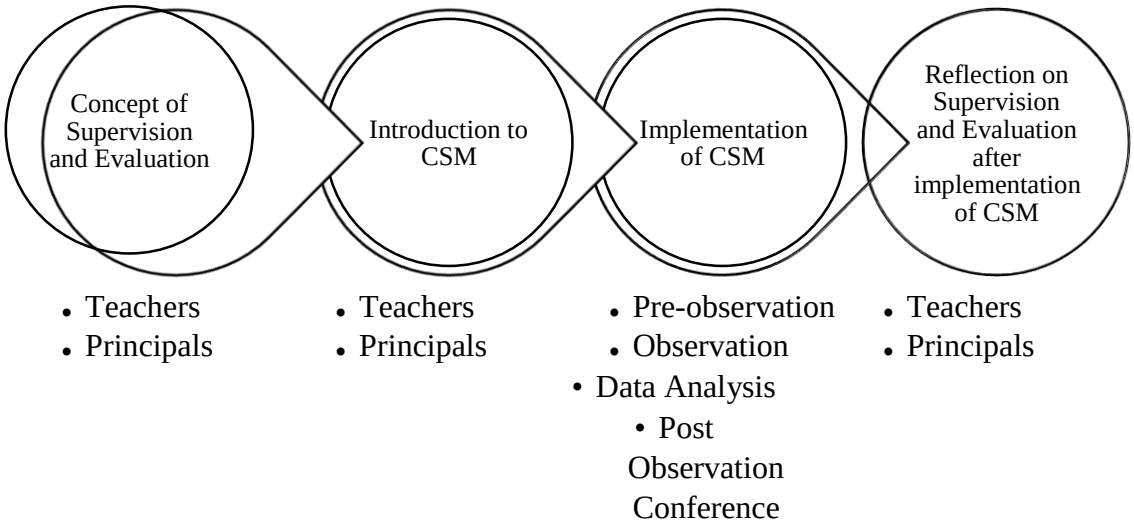
(Source: Bencherab et al., (2021) , Chesterfield County Public Schools (2009), Arlington Public Schools (2015), Fairfax County Public Schools (2015))

1.7 Conceptual Framework for Intervention of Clinical Supervision Model (CSM)

The conceptual framework for intervention of Clinical Supervision Model is briefly described below.

Figure 1.2

Diagrammatic View of Conceptual Framework for Implementation of CSM



1.7.1 Pre-observation Conference. In the Pre- observation conference, the supervisor (principal) with the help of the researcher took a brief detail of the lesson plan of the teacher that was to be observed. So, the observations were planned and informed with following informational notes; class to be observed, subject to be taught, detail of teaching aids to be used, use of methodology or any other specific information about the class to be observed.

1.7.2 Observation. In the observation stage, the supervisor (principal) made observation of teachers on the pre-set standards and performance indicators.

1.7. 3 Data Analysis. The supervisors with the help of the researcher analyzed the classroom data keeping in aligned with pre-observation.

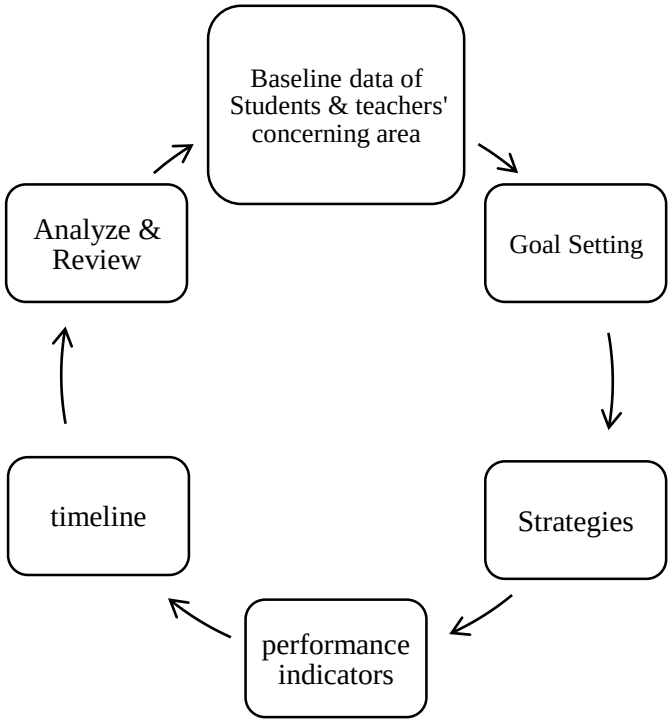
1.7.4 Post- Observation Conference. In the poet-observation conference, the supervisors with the help the researcher discussed in detail the lesson delivered by the teachers. The discussed about content of the lesson, use of activities, and assessment process. Furthermore, they discussed about expected SLO's and achieved level of SLO's. Moreover, the strategies used for assessments were also discussed.

1.8 Conceptual Framework for Individual Professional Development Plan (IPDP) of Teachers

The conceptual framework for IPDP is briefly described below.

Figure 1.3

Diagrammatic View of Conceptual Framework for Implementation of IPDP



1.8.1 Step 1: Baseline data of students and teachers' concerning area. In the step 1, the researcher helped supervisors to find out baseline data based on students' achievement rates and teachers' own level of professional standing for participating teacher along with her class.

1.8.2 Step 2: Goal Setting. In the step 2, the supervisors and teachers collectively developed goal for the participating teachers based on the identified concerning area.

1.8.3 Step 3: Strategy Development. In the step 3, strategies for achieving the targets set in the goals will be explained.

1.8.4 Step 4: Performance Indicators. In the step 4, performance indicators against each strategy for a specific goal were developed.

1.8.5 Step 5: Timeline. In step 5, the timeline to achieve goals was mentioned.

1.8.6 Step 6: Analyze and Review. In the last step, the supervisors and supervisees analyzed the entire IPDP with following questions; whether the goals were achieved or not? What was the success rate for goals? Which strategy worked? Which strategy needs to be revised? Whether the goals were met in the targeted timeline? Then the entire plan was reviewed and new goals were set for next step of IPDP.

1.9 Significance of the Study

As professional support must be based on individual basis, this study has provided an insight to Ministry of Federal Education and Professional Training to enhance the skills of school heads by using Clinical Supervision Model as model to evaluate teachers and track their progress through their individual development plan. The study is a significant addition for school leaders to understand importance of

Clinical Supervision Model to evaluate their teachers, and support them in their professional development. Therefore, school principals and teachers can benefit from CSM along with IPDP to bring diagnostic, formative, and reflective supervisory practices in schools. In Pakistan, academia also neglected this area, so, this study has opened new area of research in school leadership.

1.10 Methodology

1.10.1 Research Approach: The researcher used mixed method approach for the current research study.

1.10.2 Research Design: An Explanatory Sequential research design was used for this research study.

Table 1.1

Research Procedure

Group of Participants	Pre- Existing Opinions (No. of Participants)	Intervention Of CSM (No. of Participants)	Opinion about Intervention (No. of Participants)	Intervention of IPDP (No. of Participants)	Post Intervention Opinions (No. of Participants)
Principals	5	5	5	5	5
Teachers	5	5	5	5	5

1.10.3 Population of the Study: The population of the study consisted of principals and teachers present in primary schools of sector Tarnaul of Federal Directorate of Education, Islamabad.

Table 1.2

Population of the Study

Total no. of female primary schools	No. of principal of female primary schools	No. of teachers of female primary schools
23	23	483

1.10.4 Sampling Technique: The researcher used simple random sampling technique.

1.10.5 Sample Size: Five Principals and Five teachers of the selected schools were the sample of the study.

1.10.6 Instrumentation: The researcher used two types of tools; a tool based on complete package of intervention plan, and tools developed for exploring the concept of principals and teachers on supervision and evaluation of teachers before and after the intervention plan. Research Objective 1,2, and 3 were addressed by using quantitative method and objective 4 and 5 were addressed by qualitative method. Open-ended questions were asked from principals and teachers to know about challenges and possibilities for adopting CSM and IPDP (Annex - R and Annex -S).

1.10.7 Data Collection: The researcher collected the data before, between, and after the intervention plan. Both quantitative and qualitative data were collected for this research study.

1.10.8 Data Analysis: For the quantitative data, the researcher used SSPS 23 to calculate frequencies for the responses of the participants and for qualitative data analysis, inductive thematic analysis was done.

1.11 Operational Definitions

1.11.1 Clinical Supervision Model (CSM). Clinical supervision Model is a four staged process in which principals and teachers work in collaboration to examine classroom data and problematic areas of instructions are identified.

1.11.2 Professional Development (PD) of teachers. Professional development of teachers means the planned activities that support teacher's development in areas of knowledge gain, skill development and attitudinal change for positive changes in professional life of teachers.

1.11.3 Continuous Professional Development (CPD). Continuous Professional Development (CPD) is a process in which teachers are provided expert support to enhance or modify their pedagogical skills and track their own performance through their individual professional development plans according to their set goals.

1.11.4 Individual Professional development plan of teacher (IPDP). Professional development plan of teacher is a document that set goals for teachers with the help of supervisor aligned with the institutional vision and instructional goals of a respective teacher along with strategies to achieve the goal within set time period.

1.11.5 Supervisors. School Principal performed the role of supervisors who supervised supervisees during CSM and tracking their performance through IPDP.

1.11.6 Supervisees. Primary school teachers acted as supervisees who were supervised by supervisors through CSM and IPDP.

1.12 Delimitations

i. The current study was delimited to female primary schools of Federal Directorate of Education in Sector Tarnaul, Islamabad.

ii. As clinical supervision model (CSM) and Individual Professional Development Plan (IPDP) are planned and multi-stage processes, only 5 schools (5 principals + 5 teachers) participated in the current research study.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

2.1 Terms related to supervision and evaluation

2.1.1 Supervision. Powell and Brodsky (2004) defined supervision as 'disciplined process' which transforms rules into skills and focus four major dimensions throughout the supervision: administrative, evaluative, clinical, and supportive (p.11). Furthermore, Bernard and Goodyear (2004) stated that supervision is an intervention carried by senior professional to his/her junior professionals. The purpose is to evaluate over a period of time to bring professional modification in junior professionals (p.8).

Moreover, supervision is considered as 'a social influence' through a process for quality improvement and evidence- based data. The process ensures: team building, cohesion among the components of supervision, conflict resolution, promotes self-motivation, self-learning, and professional development a conducive environment (CSAT, 2007).

2.1.2 What does Supervision require? Referring to Glickman et al., 2014, knowledge, interpersonal skills, and technical abilities are necessary for effective supervision. The fundamental objective of supervision is to support teachers in improving the teaching and learning process in the classroom. It involves more than merely stopping by the classroom to note in the logbook how effective the teachers are and whether or not the work has been completed in accordance with the agenda. The supervisor doesn't manage the learning process and exercise dictatorial authority over it. The term "supervision" in the context of education denotes any activity made by designated school administrators to direct teachers and other staff members in raising

the standards of classroom instructions. Additionally, it takes into account the teachers' stimulation, growth, and professional advancement. Counseling, help, and shared resources are provided to teachers in order to improve their performance in the classroom. It is seen as a discreet method that is also positive, forward-looking, largely educational and developmental, and meant to help the individual advance as long as certain requirements are met. In contrast to evaluation, which is both a continuous and summative process, it is different in that. Under assessments, the student attempts to hide their weaknesses, but in educational supervision, they should feel free to show them. He uses a participative and mutual sharing strategy instead of a directing, telling, and fault finding approach to achieve this (Williams, 2007).

The objective of supervision should be tied to the overall educational system and democratic ideals. It develops leadership skills in teachers, respects individual variations, aids in the diagnosis of specific teaching challenges, and acknowledges the intrinsic value of each individual teacher. There are many different types of supervision, including as democratic, communicative, scientific, satisfying interpersonal, inspectoral, laissez-faire, and coercive types. Its duties include providing physical facilities, maintaining order, keeping track of student attendance, preparing school budgets, managing workload distributions appropriately, ensuring school safety and security, maintaining standards of quality education, holding teacher meetings and trainings, helping teachers in lesson planning, providing instructional materials, supervising extracurricular activities, and conducting staff conferences (Behlol, 2007).

There are several types of supervision, and the clinical model is one of the more popular ones (Aldaihani, 2017). The phrase comes from the field of medicine, which places more emphasis on patient care and observation than on laboratory research and experimentation. Teachers do better professionally when they are under supervision.

The supervisor can spot flaws and adjust conduct as needed by consulting supervisor notes and observations. The use of supervision as a professional development tool can help teachers learn more advanced teaching techniques, manage the classroom atmosphere, interact with students, and plan and deliver engaging and effective classes.

Teacher performance can be significantly improved with the right supervision techniques. (Aldaihani, 2017) Its main objective is to make instructions better. It is an in-class support system created to give instructors direct help in order to modify how the classroom runs and how the teachers behave. According to Khaef and Karimnia, (2021) Clinical supervision requires rigorous planning on the sides of both the supervisor and the supervisee, it necessitates an understanding of both the work that will be completed in the classroom and the environment in which it will be done. Assuming a supervisory position could have a significant impact on supervisors' teaching careers. They have a fantastic opportunity to hone their own teaching philosophies and viewpoints through face-to-face contacts with a range of teachers who employ various methods and techniques. The supervisors' educational attitudes and viewpoints may also be impacted by the adoption of CSM. The customary conflict between teachers and supervisors would be reduced as a result of CSM's collaborative nature. Teachers would be free to express their opinions to supervisors in postobservation meetings as a result, which might be viewed as a valuable source of information and experience. (Khaef & Karimnia, 2021)

2.1.3 Collaborative Supervision. Glickman (2014) regarded collaborative supervision is based on the idea that teaching is fundamentally problem-solving, collaborative supervision involves two or more people jointly posing hypotheses to a problem, conducting experiments, and putting into practice the teaching practices that seem to be most applicable in their particular context. The supervisor's job is to

facilitate problem-solving, participate actively in interactions, and maintain the teachers' attention on their shared issues.

2.1.4 Teacher supervision. The main goal of supervision is to promote personal development for teachers beyond their existing level of expertise in the classroom. This procedure must start where the instructor is in their instructional practice's growth stage and move forward from there at a pace determined by their capacity. Because it is not summative in nature, it can concentrate on one situation or class for a considerable amount of time. The effectiveness of the supervision process in terms of teacher improvement is determined by the teacher's ability to limit the attention of the area that needs to be improved upon often.

The teacher's ownership of the learning process is essential to the success of this approach. To improve the pupils' chances of learning, the instructor has to be inspired to pursue more fruitful personal development. A crucial directive for supervisors is to take use of people' capacity to learn (Nolan & Hoover, 2004).Teachers frequently acquire new, optimistic attitudes toward and become more involved in the improvement of teaching practices when educational institutions take initiatives to strengthen instructional monitoring (Goldsberry, 1998) Furthermore, according to Goldsberry, supervision may really be seen as a tool for professional development if serious efforts are made to include instructors in the supervision practice with the intention of enhancing the teaching/learning environment. The value to the instructor and the students in the form of improved instruction increases as teacher engagement in the monitoring process rises. An enabling component for the growth of teacher leadership might be a sound, research-based strategy for teacher supervision. Models of excellent supervision foster the development of teachers' careers. According to

Goldsberry (1998), the following is an excellent supervision approach that encourages teacher development:

a) Teachers and supervisors discuss the lesson that will be observed and the important factors that measure the effectiveness of the lessons during a pre-observation meeting.
b) After the pre-conference, the supervisor conducts one or more observations to gather information on the effectiveness of the lesson.
c) Following a time of reflection in which the data from the supervising practices is analyzed, improvements to the teaching practice may be made if they are deemed appropriate.

The development of teacher leadership is aided by teacher participation in outstanding supervisory practices, such as the one seen in the above-described supervisory structure. Clinical supervision is one type of supervision that promotes teacher involvement and leadership in monitoring. This type of monitoring paradigm is rarely used by school systems; instead, they frequently decide to have conferences following one-time random observations. This is largely unrelated to teachers' participation in monitoring and does nothing to support teachers' professional development (Goldsberry, 1998).

2.1.5 Clinical Supervision. The term clinical supervision refers to “clinic of classroom” (Garman, 1986) and clinical means face to face interaction supervisor and supervisee (Pajak, 1993). Hence, clinical supervision refers to in- class help provided to teachers to understand the complexities of teaching learning processes (Smyth, 1985, Goldhammer, 1969).

> Goldhammer et al., (1993) defined clinical supervision in education as a process that involves direct interaction between the teacher(s) and trainee(s) observed in classroom setting. The purpose is

> to record, analyze, and mutually discuss teaching practice of the trainee teacher(s) and work on professional development of the observed teachers with planned set of activities (p.34).

2.2 History of Clinical Supervision

The development of clinical supervision was based on the work of Robert Goldhammer and Morris Cogan at the Harvard School of Education in the late 1950s and early 1960s. Cogan and Goldhammer sought a method of supervision that would emphasize the pre-service teachers' capacity for self-reflection on their pedagogical approaches while also granting the teachers control over their own professional development. (Smyth & Henry, 1985). With the help of the supervisor's interpretation of the observed data, the model enables the supervisor to see the instructor in action in the classroom (Sergiovanni & Starratt, 2002).

In the early 1950s, Morris Cogan was searching for a more accurate definition of what it meant to be a professional teacher. The improvement of teachers' professional standing and the identification of supervisory responsibilities to assist in the teacher's attainment of this professional identity were the main foci of his research. But according to Cogan, the supervisor must also exhibit proficiency and comprehension of both their own profession and that of the teacher (Garman, 1986b). Cogan sought to design a system for addressing professional topics in education that was similar to the format the medical profession had established for discussing professional issues. When Morris Cogan was searching for a better way to express what it meant to work professionally in the early 1950s, he coined the term "clinical supervision" to describe the "clinic of the classroom," where the supervisor and teacher work together for prolonged periods of time. Additionally, Cogan favored the term "clinical" because he believed it better captured the supervisor's extreme neutrality

required to watch and evaluate classroom activities in an empirical manner and underline the process's emphasis on knowledge sharing and inquiry (Garman, 1986).

Sometimes, the term "clinical" refers to a face-to-face discussion between a teacher and their supervisor that focuses on the teacher's conduct in the classroom. Smyth (1985) defined clinical as "in-class aid offered to instructors to help them make sense of the complicated processes of teaching and learning" According to Goldhammer, clinical supervision is as follows: Clinical makes people think of in person encounters between instructors and administrators. The term "clinical supervision" denotes close supervision. The phrase should refer to genuine professional activity being under monitoring. In clinical supervision, the teacher's actions are crucial, and one distinguishing feature is that the supervisor observes the classroom environment. Additionally, the observational data serve as the main sources of information for later analysis (Bisbee, 1983).

According to Mcintyre and Mclntyre (2020) in the study, *The Evolution of Clinical Practice and Supervision in the United States*, it is clarified that use of quantitative data from classroom by college supervisor became the reason for clinical approach in the United States. That is why, clinical supervision for prospective teachers came in practice around 1970s (Mcintyre & Mclntyre, 2020). Clinical Supervision has been used in the United States since 1960s (Pajak, 2002) by Cogan in 1973 and Goldhammer in 1969 (Glickman, Gordon & Gordon, 2014).

It was mid of twentieth century when Robert Gold hammer and Morris Cogan started their work on Clinical Supervision in the field of education. Both Goldhammer and Cogan borrowed this term from medical profession as it is diagnostic in nature. The method of Clinical supervision was developed by Morris Cogan in MAT program for teacher interns at Harvard University Cogan (1973) and his colleagues were of the

view that teachers interns can be best evaluated through experimental mode of observation and by giving them direct feedback in a 'clinic of classroom'(Reavis, 1976) rather than traditional evaluation of evaluation forms. Glickman et al., (2014) also describes clinical supervision as classroom based, data-based, supporting professional development of teachers on the basis of mutual trust and involving supervisor and teacher in reflective process.

As Cogan states that clinical supervision relies primarily on classroom data. This data help to assess the supervisor-supervisee relationship, help to plan program, formulate policies, devise strategies that improve teacher's performance for enhanced student learning outcomes (Cogan, 1973, p.9).Acheson and Gall (1987) advocated "teacher- centered supervision" as opposed to supervisor- centered supervision as it involves interaction between the supervisor and the teacher, hence, it is democratic process. Adding on, according to Sergiovanni (1976), clinical supervision is meant to assist teachers and students learn better.. The process, therefore, involves interaction and reflection between the supervisor and the teacher in areas of teacher beliefs, behavior, and objectives. This interaction results in improving classroom instructions. Later on, Sergiovanni and Starratt (2002) used a phrase "a partnership inquiry" that means the supervisor at one part help the teacher to identify teaching issues, help understand teaching practice and set teaching goal, whereas, the teacher is the owner of his teaching practices and with the aid of supervisor modify his/her existing teaching practices (p. 224). Moreover, clinical supervision provides opportunity to reflect on their teaching practices in classroom (Symth, 1985).

2.3 Theoretical Underpinnings in Clinical Supervision

Clinical supervision is one of the most well-known and comprehensive forms of contemporary supervision. According to Pajak (2010), the need for educational

adjustments led to the development of clinical supervision in the second part of the twenty-first century. The most important traditional values of conventional supervision, such as rationality, decentralization, and cooperative problem solving, were preserved thanks to this adaption of the types of supervisory procedures. The idea of clinical supervision was first proposed by Cogan (1973) and Goldhammer (1969) while they were faculty members at Harvard University in the 1960s. Later, similar research was conducted at the University of Pittsburgh (Pajak, 2002). By improving the teaching process, clinical supervision aims to promote student achievement. Furthermore, Goldhammer, Anderson, and Krajewski (1980) classify clinical supervision as a subset of instructional supervision and describe it as a process in which the supervisor and teacher directly interact in order to examine the instructional behaviours and activities and gather information from the actual instructional setting. Additionally, Sergiovanni and Starratt (1979) concur that clinical supervision is a cooperative professional development opportunity for both the supervisor and the instructed, and that enhancing instruction necessitates face-to-face interactions with teachers in the classroom. (Cited by Kayikçi, Yilmaz & Sahin (2017).

Garman (1990) in “Theories embedded in the events of clinical supervision: A Hermeneutic Approach” has explained in detail the theoretical aspects related to phases/ stages of clinical supervision. The clinical supervision model in education did not originate there; rather, it developed as a result of Harvard graduates' reflections on their own practises in the 1960s and 1970s. (Garman, 1990). Cogan (1969) and Goldhammer (1970) had different depiction of their clinical experiences and exposure; Cogan depicted clinical supervision as ‘a rationale’ whereas, documented the concept as methods. Similarities in Clinical Supervision of Cogan and Goldhammer are related

to in-class supervision with segments / compartments in Clinical Supervision Model during classroom supervision as common supervisory practice.

a. Friendly relationship with teacher
b. Holding classroom observation of teaching
c. Analyzing teaching and classroom scenarios
d. Holding post-observation conference

Comparing various developments in clinical supervision in education, Garman (1990) has made following differences;

Table 2.1

Theoretical Developments in Clinical Supervision

Clinical Supervision	Stages	Theory
Cogan	i. Establishing the teacher-supervisor relation ii. Planning with teacher iii. Planning to observe iv. Observing teaching v. Analyzing teaching-learning process vi. Planning for conference vii. Conference viii. Review planning	i.The theory of Consensual domain ii. The substantive theories on hermeneutics iii. Critical Theory iv.Educative Act
Goldhammer	Goldhammer called them stages of clinical supervision i. Pre- observation conference ii. Observation iii. Analysis and strategy iv. Supervisory conference v. Post conference analysis	
Mosher and Purpel	They viewed CSM as general practice of classroom observation .i. Planning conference ii. Observation iii. feedback conference	Clinical supervision functions as tool to observe classroom teaching. Counselling theory in supervision.
Glickman	i. Talking and observing teachers ii. Observing classroom behavior i. Supervisors provide support	Described in terms of developmental theories;

	ii. Mutually design plan of action iii. Solving instruction related problem	Diagnostic Tactical Strategic
Glatthorn	• Allocation of resources • Clinical supervision mode • Cooperative professional development • Self-directed development • Administrative monitoring	Differentiated Supervision
McGreal	---	Instrumental evaluative enterprise
Pavan	Plan Observe Analyze Feedback	Pedagogical theory Professional Challenge, Professional Self-sufficiency due to interaction among administration and teachers

(Source: Garman (1990), Burgess (2002), Pavan (1993), Glatthorn)1984), McGreal (1983))

Garman (1990) is of the view that Cogan and Goldhammer designed their clinical supervision in grounded theory as lived in clinical experiences, reflected on them, and regardless of any instrumental approach presented clinical supervision in logical way particular Cogan being rationalist in approach. While analyzing the first stage of clinical supervision depicted by Cogan "establishing the teacher-supervisor relationship- a collaborative relationship" and pre-observation conference by Golhammer, Garman explicitly explained the process within **The Theory of Consensual Domain**.

Humberto Maturana - a neurologist was of the view that we (humans) learn in consensual domains means through social interaction. And through discourse, we work in cooperative linguistic domain where we agree and present ideas in mutually recognizable and acceptable patterns. Similarly, Garman related the theory of consensual domain with that of establishing collaborative relationship between

supervisor and teacher or build rapport for commonly acceptable teaching- learning process (Cited in Maturana & Poerksen (2007).

Similarly, discussing about "Observation Stage", Garman described the process of observation as transforming human action into text and hermeneutic way of interpreting data as supervisor's own way of looking at the observed teaching. So, it is based on substantive theories (Garman, 1990). While, analyzing "teaching- learning process", Garman pedestal his argument on Dewey's reflective way of learning and inquiry in a sense, supervisors discover data, verify it, explain, interpret and evaluate in the frame of critical theory. Finally, Garman analyzed "Supervisory Conference" as an educative act in which supervisor because the conference helps to understand the ways to improve classroom instructions. It's critical to recognize that general supervision and clinical supervision are two different things. The performance of teachers is linked to a myriad of social wellbeing. The quality of teachers and teachings are among the most significant factors that shape the learning outcomes of students. Therefore, clinical supervision model has its theoretical lining based on educative pedestal supplemented with improvement in pedagogical skills and mutual understanding between

administration and teachers.

2.4 Models of Clinical Supervision

According to Pajak (2002) since 1960s, there evolved many models of Clinical Supervision such as Original Models based on collegial relationship between supervisors and teacher trainees enlisting; Humanistic Models, Technical or Didactic Models, and Developmental or Reflective Models. Harrington (1995) mentioned various clinical supervision models enlisting;

i. Six- category intervention analysis model

ii. Triadic model

iii. Multi-cultural model

iv. Interactive Model

v. Growth and support model

vi. An integrative approach to clinical supervision

Pajak (2003) mentioned ‘four families’ of clinical supervision model.

2.4.1 Original Models and families of Clinical Supervision Model.

Gold hammer and Cogan proposed original model and the Families of Clinical Supervision. These models emphasized relationship between colleagues, cooperative discovery and development of teaching styles (Pajak, 2003). So, these models practices need analysis to understand complex relation in following areas; (a) Empirical, (b) behavioral, (c) phenomenological, and (d) developmental aspects.

2.4. 2 Artistic or Humanistic Model. Artistic or Humanistic as a model of set of Consequences is another perspective of Eisner and Blumberg, while emphasizing on the aesthetic and existential principles. They also explained four elements that hold together the interpersonal relations, personal intuition, artistry, and idiosyncrasy. Additionally, concludes, that supervisors encourage teachers to understand artistic and articulate teaching style through Artistic model.

2.4.3 Technical/Didactic Models. Acheson and Gall's technical or didactic model, which is developed and advocated in clinical supervision, is mainly based on findings from process-product and effective teaching studies. These methods place an emphasis on "effective" behaviours or established patterns of instruction through the teacher's abilities to observe and provide feedback, which aid students in collaborative process-product work.

2.4.4 Developmental/Reflective Models. The developmental or reflective models are based on theory of life-long learning and pedestaled on the idea that human beings are continuously in the growth process. They improve their skills and abilities with experience to meet the needs in future life (Leddick, 1994). Worthington (1987) noted this growth occurs in patterns (cited in Leddick, 1994) in sense, with experience of supervisees the supervisory relationship changes. Glickman, Costa and Garmston, Zeichner and Liston, Garman, Smyth (1984), and Waite are some of the proponents of developmental models. These five areas are covered by the developmental models: Individual differences, social factors, organizational contexts, political contexts, and cultural contexts all play a role in education. Likewise, Stoltenberg and Delworth (1987) list eight areas for improvement for each supervisee, including intervention, competence, assessment techniques, interpersonal assessment, client conceptualization, individual differences, client conceptualization, theoretical orientation objectives, and professional ethics. (cited in Leddick, 1994). Further, authors call the task to supervisors to promote elements of: Justice, equity, encourage growth among teachers. Moreover, the teachers tend to spend more time to implement and monitor critical pedagogy process to meet standard.

Table 2.2

Difference between four families of clinical supervision model

Family	Developers	Purpose of Observation	Emphasized Aspects
Original 1960s, 1970s	Cogan, Goldhammer	Collegial relationship	Empirical, behavioral, phenomenological, and developmental
Artistic/Humanistic Mid 1970s to early 1980s	Elliot Esiner Arthur Blumberg	Interpersonal relations	Existential and Aesthetic principles
Technical/ Didactic Early to mid1980s	Acheson and Gall	Effective teaching, Face to face interaction,	Effective professional development of teachers
Developmental/ Reflective Mid-1980s to 1990s	Glickman, Costa and Garmston	Formative aspect of supervision	Formative aspect of supervision, Credence to social, cultural, organizational, political context of teaching

2.5 Who can be supervised under Clinical Supervision?

Garman (1990) mentions clinical supervision is applied to three levels of teachers: Pre-service teachers, a novice teacher entering the profession, and the mature teachers. In the developmental model of clinical supervision Stoltenberg and Delworth (1987) mentions three levels of supervisees: Beginners, Intermediate, and Advanced. These levels follow some trends within from dependency on supervisors to competence, awareness, and self-reliance

2.6 Clinical Supervision Cycles

Clinical supervision models come in a wide range and have many commonalities among them. The way they all approach professional development and advancement is cyclical, methodical, and teacher-centered. All of the methods promote a sense of deliberate desire for self-reflection on learning and development. The teacher's level of success in increasing performance as a consequence of passing through the supervisory cycle is determined by his capacity to put new understandings into practice as a result of reflection on practice.

Clinical Supervision was first developed by two Harvard University pioneers in the field of teacher education: Morris Cogan and Robert Goldhammer (Garman, 1990). Later, as a result of their ground-breaking approach to supervision, clinical supervisory practices emerged, which were warmly received by many teacher developers and trainers. "Building a relationship with the instructor, watching classroom instruction, assessing classroom events, and conducting the conference with the teacher" are the fundamental steps in clinical supervision (Garman, 1990). These stages all occur in cycles (Beh-Afarin & Dehghan Banadaki, 2013).

Furthermore, in education, clinical supervision requires that a teacher must receive observation from a supervisor who has observed the teacher’s lesson and mutually examine and reflect on the instruction that intends to strengthen professional development of teachers. Despite variations in steps of clinical supervision model, the process involves five stages as suggested by Goldhammer (1969);

i. Pre-conference with teacher,

ii. Observation of classroom,

iii. Analyzing observation data

iv. Planning for post conference

v. Post conference with teacher and critique

on the process.

Maximally implementing clinical supervision as a paradigm for enhancing teacher instruction, including teachers The following are the eight clinical supervision activities: (1) the stage of establishing and enhancing the supervisor-teacher relationship, (2) the stage of planning with the teacher, (3) the stage of planning the observation strategy, (4) the stage of teaching observation, (5) the stage of learning process analysis, (6) the stage of strategic planning of the meeting, (7) the stage of the meeting, and (8) the stage of exploring the next meeting plan (McGhee & Stark, 2018).

Clinical supervision is a three-part procedure, with the first step being planning, the second being observation, and the third being assessment and analysis. The procedure is taken into consideration when clinical supervision is put into place. The pre-observation, observation, and post-observation phases are what they are called. Finally, the planning, initial meeting, implementation, and feedback meetings are the detailed phases in the clinical supervision process (Babo & Syamsuddin, 2022).

2.6.1 Pre-observation Conference with Teacher. In the pre- observation conference, the supervisor (principal) try to understand the purpose of lesson, number of students and grade level to which lesson is going to be delivered, type of instructional strategies to be used and the content to be covered. Similarly, the teacher also prepares for the evaluated/ observed lesson. In this way, both supervisor-supervisee develop collegial relationship (Smyth, 1985).

2.6.2 Classroom observation Stage. In the classroom observation stage, the teacher delivers the lesson keeping in view the already shared plan in the pre-

observation conference. And the supervisor make record of all observation on pre-set standards of evaluation. The supervisor directly observes each point in the lesson and collect evidence for each professional standard for the teacher (Smyth, 1985).

2.6.3 Data Analysis Stage. In data analysis, the supervisor makes sense of classroom data and pre-observation conference and look for teaching learning process (Smyth, 1985).

2.6.4 Planning for Post- conference. In this stage, the supervisor plans for post-observation conference. The supervisor makes points on strengths and weaknesses of the lesson, the professional skills of the teacher along with concerning areas. And schedule a conference with the observed teacher. The teacher also tries to understand whether his/her intended learning outcomes are achieved? What are the learning styles of his/her students? Do they need to repeat any point in the lesson? Was that appropriately addressed? (Glickman et al., 2014).

2.6.5 Post conference with teacher and critique on the process. As it is diagnostic in nature, the teacher and supervisor look for problematic areas in the teaching practice as well as in the learning process. On the basis of classroom data, analysis, the supervisor gives feedback on the teachers' lesson (Glickman et al., 2014, p.249) whereas, the teacher also discusses and identify the areas of lesson that can be improved.

Clinical supervision is different from traditional supervisory practices. Often supervision focuses improving teaching skills that bring superimposed changes in teaching practices (Smyth, 1984a) whereas, clinical supervision being diagnostic in nature identifies weak areas and with the help of supervisor the teacher sets teaching goals based on real classroom environment and teaching practice. Moreover, clinical

supervision is also different from traditional supervisory practices due to its collegial nature that it establishes between the supervisor and the teacher that provide them opportunity to work together on teacher's improvement both in teaching skills and classroom environment.

2.7 Purpose of Clinical Supervision in Education

From consensual domain of supervision to instrumentation of clinical supervision, and its development into model (Clinical Supervision Model), the educationists and entrepreneurs, throughout its implantation adopted in public schools and district teacher evaluations are documented using clinical supervision model. Often, clinical supervision of teachers is equated with evaluations of teacher (Garman, 1990).

Clinical supervision is defined as supervision that is centered on enhancing teaching through a methodical cycle of meticulous preparation, intellectual examination of actual teaching performances, and observation with the goal of logical change. Clinical supervision is not done for administrative reasons; rather, it is done to help instructors become better teachers and have a greater impact. Clinical oversight encourages teachers to manage the learning process effectively. Identifying the causes of or areas of weakness in the teaching and learning process is the main goal of the implementation approach, which is followed by a concerted effort to fix these problems. Face-to-face encounters between practicing prospective instructors and supervisors underscore the clinical aspect of this supervision. Therefore, clinical supervision is the process of enhancing a teacher's ability to monitor the teaching and learning process. Its execution has been carefully and realistically prepared. Planning and carrying out classroom activities are both based on data analysis. Aspects of clinical supervision on five subjects, such as the clinical supervision procedure, the

interaction of potential instructors with students, their performance while instructing, how they interact with supervisors, and data analysis based on actual events in class (Kolman, 2018).

Clinical supervision has the following features: it involves a face-to-face interaction between the supervisor and the teacher; it is intended to advance the professional development of teachers; it focuses on issues that are important to teachers; it includes observations of teaching activities in the classroom; and it requires careful and thorough observation. Teachers and supervisors must work together to analyze the findings of their observations, and their relationship should be one of collegiality rather than authority. Clinical supervision can be used for a variety of steps or processes (Watkins Jr, 2021).

Furthermore, a study on clinical supervision mentioned that the instructor describes the challenges he faces when trying to learn something new. Supervisors who are tasked with raising the standard of education in schools, which is their goal, play a part in aiding in issue resolution. Through feedback supervisors give to instructors, many forms of teacher development are carried out to enhance the teaching and learning process (Hopkins & Moore, 1995). Long-term web-based clinical supervision is used so that coaching can help students attain their academic objectives. The process for implementing web-based clinical supervision is followed, and each step is carried out consecutively. First, when the instructors have uploaded their documents to the internet, the planning step include scheduling meetings between the supervisors and the teachers. The challenges that arise when instructors reluctantly agree to online clinical supervision from supervisors in each target school prevent the evaluation procedure from having the desired effects.

The second stage of clinical supervision is the collaborative analysis phase, during which the supervisors evaluate the curriculum, the lesson plans, and the video documentation of classroom instruction. Supervisors review and evaluate the papers that have been submitted by first submitting them on the website. Collaborative analysis might run into difficulties like intermittent internet connections or managers who forget to follow the website's usage guidelines. This procedure has consequences for evaluating the supervisors' assessments as assessors in terms of locating flaws and evaluating instructor potential. Third, at the clinical supervision feedback conference, instructors and supervisors gather at the scheduled location and time to go through reports on the evaluations of the syllabus, lesson plans, and instructional video supervision. A sort of coaching done by supervisors in the context of enhancing the caliber of learning is the deployment of web-based clinical supervision. Teachers and supervisors work together to coach such that the outcomes of coaching via this clinical supervision are more effective and efficient (Rugaiyah, Kustandi, Rahmawati & Fadhillah, 2021).

One of the purpose of clinical supervision is to provide the teacher a long-term professional development (Glickman et al., 2014). Fogarty and Pete (2007) discussed that the way adults plan and control their learning, expect its utility, address noticeable improvement in their performance, maximize the use of available resources, require collaborative and respectful environment for their leaning and developing their metacognitive skills; the critique on processes involve in clinical supervision of teachers and development of comprehensive growth plan serves the same purpose of lifelong learning.

Clinical supervision involves teacher in self-reflection of their professional growth needs, they are actively involved in identifying their goals, attempting to

develop new strategies, allocation of resources in collaborative environment reflects that they are continuously involve in learning processes (Hopkins & Moore, 1985; Fogarty & Pete, 2007) and hence lifelong learning take place during professional development activities and reflections.

The rationale and practice of clinical supervision includes improving teachers' classroom performance (Cogan, 1973) and teacher tends to have individualized and supportive supervision based on individual needs (Beach & Reinhartz, 2000, Glickman et al., 2014). Moreover, it provides a critique on previous stages of clinical supervision with an effort to develop future plan for the teacher and "a tangible plan of future action is in the hands of the teacher" (Glickman et al., 2014, p.250).

Few educational innovations have proliferated as quickly as clinical supervision, according to Marzano, Frontier and Livingston (2011). Clinical supervision models, which were created in the late 1950s and thoroughly examined in writings published in the late 1960s and early 1970s, took off like wildfire. According to Bruce and Hoehn's (1980) study, which was included in the work of Marzano et al., approximately 90% of school administrators were using the Clinical Supervision Model. According to Wiedmer, the clinical supervision technique fosters a sense of community among peers and is a collaborative, supportive approach to teachers' professional growth. In this setting, teachers are at liberty to establish "stretch" goals rather than "safe" ones. Clinical supervision offers a chance for collegial support, encouraging progress toward educational goals while allowing for the exchange of ideas and reflection on professional practice.

According to Rahmat, Badu, & Djibu (2020) supervision is necessary in this respect to provide high-quality learning, and the effectiveness of supervision is

determined by how well students learn. In order to guarantee a higher level of learning, supervisors are crucial in improving the quality of instructors. Behavioristic theory has an impact on clinical supervision. The face-to-face engagement between the teacher and the supervisor that is centered on the teacher as a change agent and directed at each class is referred to as "clinical." It enabled managers and instructors to collaborate on analyzing and resolving learning issues that surfaced in the classroom. Rahmat et al (2020) stressed the necessity for technical support for instructors, which is often provided via academic supervision carried out by the school supervisor. They contend that a supervisor must be able to comprehend all of the stages that go into putting clinical supervision into practice, including planning, implementing, and evaluating it (Acheson & Gall, 1997).

According to (Babaeer 2021) supervisors' earlier experiences with supervision as teacher candidates before starting work and university supervision are key factors in determining how they see supervision. Since they lacked formal professional training on the topic of supervision, the participants in his research said that they frequently depended on the design of supervision based on their prior experiences as teacher trainees and on the observation of their present coworkers. They all acknowledged the need of developing a setting that would facilitate their supervision and, in turn, preservice teachers' learning. Building connections between university supervisors, inservice instructors, and cooperating teachers is crucial for helping the university supervisors carry out supervision, according to the findings of Babaeer's study. The results of this study showed that participants preferred to emphasize supervision as an enhancement of preschool instructors' learning, growth, and progress rather than overly emphasizing monitoring as assessment (Baecher and Burns, 2020).

Clinical supervision, according to Marashi and Bani-Ardalani (2017) can aid EFL teachers in overcoming their condition of weariness and burnout. They contend that professional growth occurs when teachers and supervisors work in harmony and collaboration as part of a clinical supervision programme. The explanation for this is because instructors believe they play a significant part in the supervisory process. They concluded that instructors who participated in CSM had a favorable outlook on supervisory practice in general. According to Bencherab and Al Maskari, CSM is a moral, unbiased, stress-free approach that is primarily teacher centered. When properly used, CSM serves a variety of admirable goals because of the reciprocal link between teacher development and student achievement. According to them, clinical supervision differs from other kinds of supervisory techniques in a number of ways. Furthermore, it was acknowledged that the following characteristics were the most important ones in this regard: stressing the instructors' strengths rather than their flaws; concentrating on their educational progress; and developing formative rather than summative evaluation.

Another purpose of Clinical Supervision Model is to provide teachers' an individual feedback. It is imperative for every supervisor to give objective feedback to teachers on their existing instructional abilities and escort them to develop better teaching skills that adds positively into their professional growth (Acheson & Gall, 2003).

The Widget effect (2009) also heighted the problem of evaluating all teachers on somewhat similar criteria, clinical supervision, however, proved to be useful in providing an effective and productive feedback to the individual teacher because it enables teacher to reflect and think themselves. Hence, Clinical Supervision involves teacher in self-reflection of their professional growth needs, they are actively involved in identifying their goals, attempting to develop new strategies, allocation of resources

in collaborative environment reflects that they are continuously involve in learning processes (Fogarty & Pete, 2007).

Additionally, based on processes of adult learning and development of professional growth plan, where by clinical supervision provides help to improve teaching performance, it also adds to lifelong learning of the teachers. One of the purpose of clinical supervision is to provide the teacher a long-term professional development (Glickman et al., 2014). Fogarty and hence, lifelong learning take place during professional development activities and reflections.

2.8 The Effects of Clinical Supervision on Professional Development of Teachers

Sergiovanni (1995) found that school administrators spend more time on administrative tasks than on clinical supervision. According to Holland and Adam (2002), clinical supervision offered in schools does help teachers advance as educators and also gives teachers the chance to improve their lesson plans for higher effectiveness. They also characterize clinical supervision as a one-size-fits-all strategy. Through effective clinical supervision, teachers can improve their classroom performance in terms of their instructional strategies and their level of subject-matter expertise. Formative supervision, according to Zepeda (2007), can serve as a springboard for improving instructors' instructional strategies. Teachers like consulting their peers over principals when they need guidance. However, good principals who understand the value of monitoring will push their instructors to improve.

Clinical supervision focuses on the quality of teaching, therefore evaluating instructors can help them deliver better instruction and boost student achievement. Clinical supervision takes a lot of effort to implement well, but it has been shown to be

beneficial for raising instructors' instructional effectiveness (Thomas, 2008). Thus, clinical supervision is a technique for instructors to enhance their instructional skills, which will afterwards indirectly benefit pupils.

One presumption about clinical supervision is that instructors cannot change or get better without direction and help (Olivia & Pawlas, 2004). According to Zawawi (2002), about 75.0% of instructors concur that clinical supervision improves the quality of their instruction. 82.5% of instructors, according to the results of his study, concur that clinical supervision should concentrate on teaching strategies, questioning approaches, set induction, and two-way contact between teachers and students. Clinical supervision is administered using a few efficient clinical supervision models, including the Cooperative Supervision Model and the Intensive Supervision Model (Clinical). Clinical supervision encourages educators to study and put into practice the art of instruction, which includes observing educators as they engage with their pupils (Beach & Reinhartz, 2000). Clinical supervision should be administered in five phases, according to Goldhammer, Ander, and Krajewski (1993), including pre-supervision conferences, clinical supervision, analysis and strategy, post-supervision conferences, and post-supervision analysis.

Ngwenya (2020) in the study, *School-based supervision enhances the professional development of teachers* carried out research on perspectives of preferred method of supervision from 102 supervisors of Zimbabwe. The survey was carried out considering various supervision model; Scientific Supervision Model, Human Relation Supervision Model, Neo-scientific Scientific Model, Human Resources Scientific Model, Artistic Supervision Model, Clinical Supervision Model, Self-assessment Supervision Model, Connoissership Supervision Model, Collegial Supervision Model, Informal Supervision Model, and Inquiry Based Supervision Model. Ngwenya (2020)

found that 24.5 % supervisors preferred to adopt Clinical Supervision Model. Moreover, 52.94% supervisors stated that supervisees must be informed before their evaluation of lesson plans. The study concluded that "Zimbabwean corps seems to advocate a clinical and developmental supervisory process… An ideal supervisory process, in this view, should enable both the supervisor and supervisee to jointly identify weakness and strengths which would constitute one's IDP for self-renewal purposes."

In another study, "The views of Educational Supervisors on Clinical Supervision" conducted by Kayıkçı, Yılmaz and Şahin (2017) in Antalya, Turkey. The study was aimed to know perspectives of 53 educational supervisors on clinical supervision model. It was a phenomenological study to know the in-depth experiences of supervisors with the applicability of clinical supervision model. After six hours of seminar one out of 25 out of 26 views favored the use of clinical supervision model because clinical supervision model establishes positive and cooperative relationship between teachers and supervisors. The supervisors in the study urged that supervisory duty must be separated from supervisory role.

Mcintyre and Mcintyre (2020) while discussing evolution of clinical supervision for teacher's professional development in the United States opined that it will know to evolve and stated to adopted face-to-face supervision for effective teaching practices. Similarly, Ghavifekr, Husain, and Hamat (2019) examine the effect of clinical supervision model on performance of tecahers at secondary school level in Malaysia. The study constituted 100 public school teachers from Kuala Selangor, Malaysia. Ghavifekr et al., (2019) found that clinical supervision has positive impact on teacher's effectiveness that includes following areas; writing daily lesson plans, set

induction, lesson delivery, inquiry techniques and many other facets of classroom instructions and assessment.

Paba (2017) carried out a research study in three universities of Columbia to address the low performance of English language teachers. In the study "Clinical Supervision, a Proposal for Ensuring the Effectiveness of English language Teaching at Public Universities in Colombia", Paba (2017) noticed the inadequate assessment system and lack of supervision of English Language Teachers is the cause of their low performance in these public universities. Therefore, Paba (2017) sampled 39 English Language teachers and 3 English department coordinators for the study. In the research study, it is found that the sampled universities lack the mechanism of teacher supervision, Paba (2017) suggested that "to suit this requirement one proposal is presented: implantation of an adapted version of the clinical supervision model." Though, clinical supervision model worked differently in different societies, however, it adapted version can be utilized to improve bilingual teaching. The proposed model consisted of: intervention action, purpose of intervention action, proposed activities, allocation of both physical and human resources, success indicators, and support for verification. The plan categorized and set separate intervention plan for four categories that are plan for lack of supervision protocol, plan for weaknesses in observation process, plan for teachers not familiar with the process to evaluate their performance, plan for high self-assessment of teacher's effectiveness. Paba (2017) hoped that institutions should adapt alternative supervisory plan to enhance professional development of their teachers.

Ghavifekar, Husain, Rosden, and Hamat (2019) in a study, "Clinical Supervision: Towards effective classroom teaching" measured the effect of clinical supervision of principals on performance of teachers at secondary school level.

Hundred public school teachers were selected from Kuala Selangor, Malaysia. Teaching effectiveness was measured in areas of daily lesson plans, set induction, instruction, student encouragement and motivation, and student homework. Teacher's perception on pre-observation planning, observation implementation, post-observation analysis, and classroom teaching effectiveness was measured through Likert scale activity. The Pearson correlation between pre-observation and classroom teaching effectiveness was 0.773, between observation and classroom teaching effectiveness was 0.958, and between post-observation analysis and classroom teaching effectiveness was found 0.953. The research study, therefore, reflected that clinical supervision has positive impact on classroom teaching effectiveness (Ghavifekar et al., 2019).

Furthermore, Clinical supervision model helps to foster teachers' professional development plan (Ghavifekr et al., 2019; Ngwenya, 2020).

2.9 Professional Development of Teachers

OECD (2005) defined teachers' professional development as an effective continuous process that involves training, followed by practice and feedback after a pre-determined time along with proper support. Usually those programs are successful in teachers' professional development that support in developing teachers learning communities and teachers work on activities that are used with students. In schools where teachers share their experiences and skills through systematic process are more likely evolve as learning organizations. Precisely, professional development of teachers is defined as, "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (TALIS, 2009) .

2.9.1 Types of Professional Development (PD). TALIS (2009) categorized following types of professional development activities.

Table 2.3

Types of Professional Development Activities

S. No	Type of P.D	Purpose	Stakeholders Involved
1	Courses/ Workshops	To improve subject matter knowledge , pedagogical skills	Teacher trainers, teachers
2	Educational conferences seminars or	To share research studies on various educational problems and present results of their respective research study	Researchers, Teachers
3	Qualification Program	A professional degree program	Educational university faculty and prospective teachers
4	Observations	Teachers either take school rounds in their own schools or visit other schools for learning experiences	Teachers
5	Teacher Networking	Teachers connect through various social media applications and share their successful experiences in the forms of blog post, educational videos , radio and TV programs	Teachers , students and a channelized media
6	Research	It can be individual research study to solve any problem or can be a collaborative study	Teachers , Researchers
7	Mentoring/ Peer Observation	It occurs in formal peer setting to provide feedback and support	Teacher (Supervisee) Principals (Supervisor)
8	Reading Professional Literature	Journals, thesis , papers help teachers to gain insight into educational problems and seek solution to related problem	--
9	Informal Dialogues	Teachers off and on reflect on their teaching practices	Teacher peers

(Source: TALIS (2009))

2.10 Professional Development Plan (PDP)

Duke Human Resources (n.d) defines Professional Development Plan as a document that provides a specific professional goal to an individual with clear vision and mission, description of population or sample for which plan is target. Furthermore, the professional development plan mentions strategies that can help to achieve the goal, the indicators on which goals accomplishment is assessed and the data through which it can be assessed. The professional development plan always outlines the process of follow- up and continuous support.

Duke Human Resources (n.d) enlisting following five steps for developing professional development plan of an individual enlisting;

i. Self- assessment of all staff members
ii. Evaluation of individual's skills by a supervisor
iii. Assessment of departmental needs and assets
iv. Exploring developmental opportunities for staff members
v. Tracking, recording and assessing progress of each staff member

2.10.1 Teachers Professional Development Plan. According to Blasé (1999), there are six ways to enhance teachers' professional development. These include; studying teaching and learning, fostering teacher collaboration, encouraging educators to use coaching techniques, promoting development initiatives, applying adult learning principles to all learning phases, and using action research to guide decision-making regarding instruction.

Later, Blasé (2006) mentioned twelve standards for teacher development given by National Staff Development Council 2001, among these goals, the goals related to professional development stated that professional development programs should be; data based, research based, align with school goals, promote adult learning, foster teacher collaboration, enhance content knowledge, increases pedagogical skills, helps in improving assessment strategies, and ensure community involvement.

In connection to professional development plans of teachers, in the respective teacher evaluation handbooks of Chesterfield County Public Schools (2009), Arlington Public Schools (2015), Fairfax County Public Schools (2015) outlines a rigorous process of developing professional development plan for teachers. This process includes following steps in general;

i. Developing a Shared vision and mission for the school
ii. Description of population
iii. Identifying strength and weak performance areas of the teacher
iv. Goal setting of an individual teacher
v. List of Strategies to achieve goal
vi. Description of achievement indicator
vii. Defining Time line
viii. Tracking Performance
ix. Analyzing the progress of teacher
x. Review the Plan

2.10.2 Impact of Clinical supervision on professional development of teachers.

The professional performance plan or developmental plan is explained in words,

> The Professional Growth and Performance Plan outlines a process that honors differences among teachers, encourages positive change, and provides concrete support for improving teaching and learning. Teachers and administrators collaborate to review performance on standards, discuss ways to improve teaching and learning, and identify professional growth goals. This process reflects what is known about adult learners. (Chesterfield County Public Schools, 2009).

Teacher evaluation through clinical supervision provides opportunity for ongoing evaluation and identification of improvement areas, the process thus serves to promote ongoing school improvement and student learning. Tucker and Stronge (2005) viewed student achievement as a criterion for teacher.

> "Given the clear and undeniable link that exists between teacher effectiveness and student learning, we support the use of student achievement information in teacher assessment. Student achievement can, and indeed should be, an important source of feedback on the effectiveness of schools, administrators, and teachers" (Tucker & Stronge ,2005).

2.11 Teacher Evaluation Process

Teacher evaluation lies at the core of teaching. In fact, the best way ever known to establish a teaching-learning connection is when we manage to secure effective working relationship with every learner every day. An evaluation system determines whether teachers are of high quality. An evaluation system provides a support framework for teachers in order them to achieve their targeted objectives within a system of education. To effectively teach educationally diverse learners, a good teacher evaluation is an essential tool to improve the efforts and performance-based achievements of teachers in the long run.

Teacher evaluation is fundamental to professional growth and institutional quality. Together with professional growth a meaningful evaluation system addresses individual performance gaps, students' success rate and school performance improvement standards. The merits of teacher evaluation are multi-pronged. Through this process one focuses on timely feedback, teachers' performance and recognizes and addresses teachers' need to make them excellent teachers.

According to Johnston (1999), teacher assessment can be used to improve school wide education, identify improvement areas, evaluate the efficacy of classroom teachers, and apply professional development in more personalized ways. Sanders (2000) noted that classroom-based feedbacks are given as a chance to teachers to improve the weak areas. It means that the administrators are responsible to accurately assess the teacher role and performance, and consider it as integral part of his responsibilities both in class and out of class.

2.12 Purpose of evaluation.

Stronge (n.d) in Franklin City Public Schools Teacher Performance Evaluation System manual notes the following main purpose of teachers' evaluation:

i. Optimize student learning and growth

ii. Improving the quality of instructions

iii. Contributions towards successful achievements of goals

iv. Implementation of an effective performance evaluation system

v. To improve overall professional performance

2.12.1 Identifying teacher performance standards

One of the manageable approaches towards defining teachers' responsibilities is to establish a well-defined professional responsibility which formulates the foundation of teacher's evaluation and performance standards. It is helpful for both teachers and evaluators to understand the job expectations fairly. Meaningfully outlined responsibilities for teachers are fundamental to both the evaluation program and professional development. A clearly defined evaluation program provides sufficient time and accuracy so that teachers and evaluators could understand the job expectations. The expectations for professional performance can be defined using a two-tiered approach.

i. Performance Standards. The performance standards included in the manual are;

   a. Professional knowledge i.e., content knowledge etc.
   b. Instructional planning
   c. Instructional delivery
   d. Assessment of and for student learning
   e. Provision of safe and supportive learning environment
   f. Professionalism
   g. Student academic progress ii. Performance Indicators

2.12.2: *Tiers of Professional Performance*

The prescribed manual of Franklin City school describes the following six performance standards for all teachers:

2.12.3 Goal setting for student achievement

Most American based schools suggest that one effective way to assess students' achievement is based on the performance students show when they are squarely put in goal setting schemes. It becomes a handy tool for teachers and supervisors to use the student achievement data for setting future performance indicators. Based on diverse group of learners different learning measures are identified to assess the level of information one gains. Teachers are tasked with setting goals for improving student progress based on the learning measures.

2.12.4 The Intent of Student Achievement Goal Setting

Teachers have enormous power to impact the way students learn and behave. There can be two main purposes of goal setting:

- Focusing attention on students
- Instructional improvement

This process is based on the designing a benchmark for baseline performance, strategies for improvement and assessment of result at the end.

Specifically, the goal setting measures are adopted to:

- Make a visible connection between learning and teaching
- Proper use of student data in instructional decisions

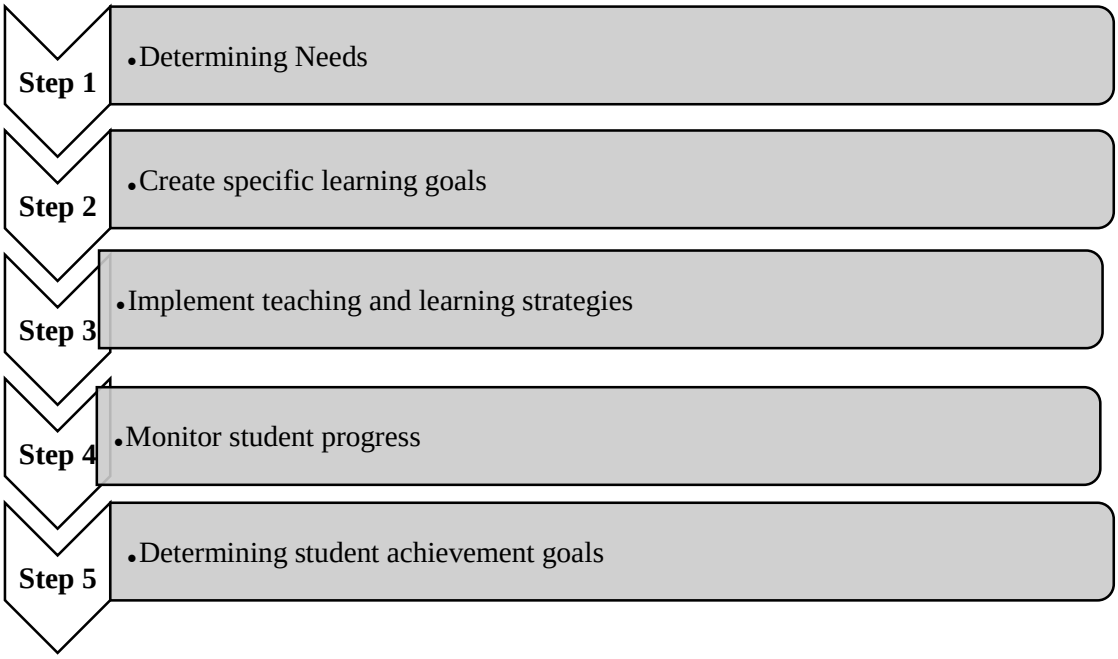
- School improvement strategies
- Increasing chances of students' achievement

2.12.5 Goal setting process for teachers

All teachers should manage to set at least two goals.

Figure 2.1

Goal setting process for Teachers



Appropriate measures of student achievement may vary based on the learners, grade level, content composition and aptitude level. However, the following appropriate measures are adopted to check the progress of students learning:

- criterion-referenced tests
- norm-referenced tests
- standardized achievement tests
- school adopted interim/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).

2.12..6 Developing goals

In the United States goals are developed by the end of September each year in the elementary and middle schools. In high schools, goals are developed by the end of September for first semester and by the end of February for second semester respectively. The acronym SMART is a helpful way to assess a goal's feasibility.

2.12.7 Observations

Observations are a viable tool of assessment to provide information on a wide range of contributions made by teachers in their classrooms and to the school community. One of the ways administrators often use to do observation is by strolling through classrooms and other spaces of the school premise. These day-to-day observations do serve as good source of information. Classroom based observations are useful source of information on the performance of teachers however with certain limitations. These classroom-based observations do serve as repository for data collection, however for comprehensive understanding of a teacher's overall performance such steps are only a small piece of a larger picture. The complexity of a teacher's responsibilities is so widespread that it becomes highly unlikely for an evaluator to completely observe the performance standard of a teacher in a single visit.

Observation with a variety of forms are;

I. Formal Observations which are structured and planned

II. Informal Observations that are more frequent and unplanned

III. Sweeps are brief walkthrough

2.12.8 Teacher Documentation Log

This document's objective is to present a collection of performance data pertaining to a specific set of standards. The following items must be recorded in a teacher documentation log:

Coversheet, lesson plan chosen by the teacher, copies of the teachermade tests, regular student assessments, a goal-setting form for students' development, and a log of parent communications. Other essential components that a teacher evaluation process requires are:

- Students surveys
- Documentations records
- Evaluation schedule
- Summative decision
- Professional performance and
- Performance standards

2.13 Teacher Evaluation Framework

Macary and Testa (2022) in Vernon Public Schools's Teacher Evaluation Handbook 2021-22 provides two fundamental frameworks for teacher evaluation as follows:

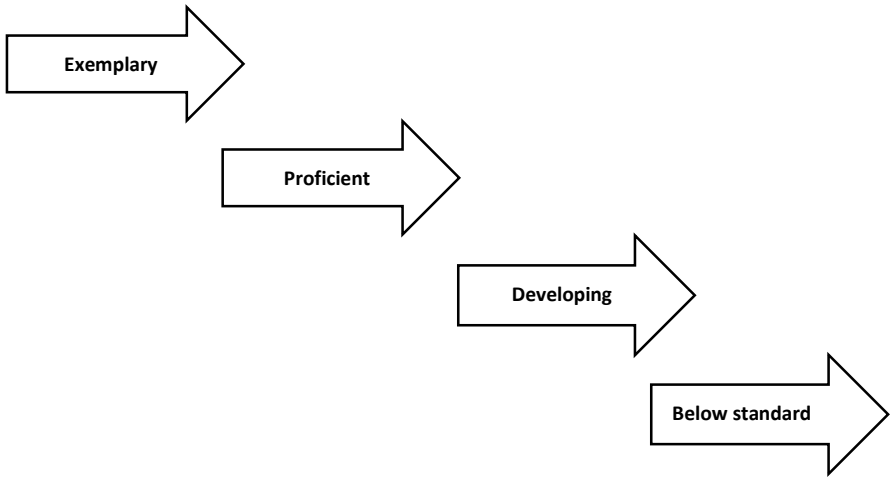
1. **Teacher practice related indicators:** it is an evaluation practice in which instructional practices and skills are the key factors in the evaluation process. This type of evaluation mainly relies on observation of the teacher performance and practice.

2. **Student outcome related indicators:** an evaluation practice that checks student progress at the classroom and school level. This is based on student growth and development.

Similarly, performance levels are given four different stages:

Figure 2.2

Tiers of Performance levels



2.13.1 Professional Learning and Feedback. Different learners learn differently. For improved version of one's learning outcomes it is important to undertake effective and honest assessment measures that should garner support for future improvement. In this way learner and teachers continuously manage to improve their practice. An important part of professional learning and growth is to identity and re-assess the areas that need strong self-reflection and collaboration with colleagues. This collaboration would have strong impact on students' outcomes. It also explores common areas of interest among the teachers. Which could later become a thriving opportunity for school's professional learning environment.

2.13.2 Teacher Evaluation Process and Timeline. The teacher evaluation process is initiated by three conferences which anchor the process throughout the years based on the timeline earlier constructed for the purpose of evaluation. This includes at the beginning of the academic year, middle and end of the year. The purpose of these conferences is to clearly construct expectations and provide comprehensive feedback to each individual teacher performance. These conferences are collaborative, productive, and meaningful.

2.13.3 Teacher Responsibilities. Each teacher in his capacity is fully responsible to carry out the following responsibilities:

- Student Learning Outcomes (SLO)
- Professional Learning Goal (PLG) with action plan
- Touch point review

2.14 Implications for Public Schools of Federal Directorate of Education

It is debatable whether supervision is effective process for teacher's development in public sector schools of Pakistan. In the study, Yousaf, Usman, and Islam (2018) discovered that principal supervision had a considerable impact on teachers' performance and development. Consequently, it was recommended that school principals and other stakeholders should work on teachers' development process and motivate them to perform better on their work. Moreover, all stakeholders may collectively work to meet the collective goals of the school. On contrary, UNESCO (2020) while analyzing school leadership problems among developing countries stated,

> As, in general, head teachers are appointed from the teaching staff and receive little or no specific training, they tend to maintain the authoritarian, top-down leadership style they experienced as a teacher. The research also identified a mismatch between the prescribed roles of head teachers and their day-to-day work.

Nonetheless, Pakistan has revised its educational policy, and identified various educational problems ranging from increasing literacy rate to improving quality education in schools to meet targets of UNDP and Vision 2025 of Pakistan. In this context, Government of Pakistan has taken various policy measures to fill the gaps in educational system such as; Private- public partnerships, increasing teacher's in-service training programs, adoption of HRMIS, and enrollment of Out of school children program. National Education Policy (2018) highlights four major challenges for Education System in Pakistan enlisting; problem of 44 % of Out of school children of school going age, lack of uniform education system, lack of quality in education system, and need of increase tertiary education and skills (Ministry of Federal Education and Professional Training, Pakistan, 2018). Within third challenge, Lack of Quality in Education System, the policy mentions, "Lack of school leadership – School Principals/ head Teachers" (p.5, Ministry of Federal Education and Professional Training, Pakistan, 2017). Similarly, a document *Minimum Quality Education standards for Pakistan*, mentions seven areas where quality standards are provided to ensure quality education in Pakistan. These areas are; standards for learners, standards for teachers, standards for curriculum and textbooks, standards for school environment, standards for assessment, standards of early childhood education, standards for school learning environment. (Ministry of Federal Education and Professional Training, Pakistan, 2017). There is need to describe on-going formative supervisory role of school leaders for effective professional development of teachers. Because, there is strong correlation between teachers' classroom practices and student achievement (Kane, Taylor, Tylor and Wooten, 2011).

2.14.1 Quality of teacher's performance evaluation in Pakistan. Quality teacher evaluation has become an integral part of education. Even in developing

countries the concept of teacher evaluation is making rapid progress in light of the fact that a teacher's performance greatly impacts the performance of students. Hyun and Sajjad (2018) believed that any steps taken to improve the quality of education would not be helpful unless a proper system of teacher evaluation is in place in Pakistan. The education system in Pakistan is broadly divided into Public Schools and Private Schools. If we look a bit closer at these two distinct categories, the differences are palpable. The quality of education in Public Schools is always a question of controversy and debate. While the private schools only seem to serve the elite class. According to

Erdogen (2002) is a process of assessment of one's assessment. Payos and Zorilla (2003) state that it is similar to a process where feedback is given on how and where the employees meet certain work expectations. Wilson (2005) noted that performance evaluation is a combination of inspiration, information, skills, activities and improvement of teaching areas. Robbins and Alvy (2003) stressed that collaboration is an integral part of a teacher's assessment.

According to Behlol and Perveen (2013), the educational supervisors, in the opinion of the instructors, do not visit classes to offer advice on how to raise the standard of instruction. They merely monitor attendance, help the district administration in handling requests, and keep records for the school. The headmasters do not serve as examples for their instructors in the classroom. The bulk of them do not attend classes and are constantly employed in administrative positions. They are somewhat disengaged from the classroom's teaching and learning process. They lack recent information regarding the dynamics of the classroom. They only give thought to the final grades, which are the fifth grade in elementary schools and the tenth grade in secondary institutions. In both elementary and high schools, the situation is

comparable. The academic oversight provided by institution heads at the elementary and secondary levels is poor and almost nonexistent. It has been shown that the leaders of Primary institutions enroll in courses with two to three teachers each class. They get an appropriate schedule, but because of administrative commitments, they are not regularly present in the classroom. The teaching and learning process in the classroom is badly affected by school administrators' lack of academic oversight. Additionally, district level administrative visits are quite uncommon. The AEOs, DDEOs, and DEOs visit schools to verify students' attendance rather than to learn about the difficulties instructors confront in the classroom. They are least concerned with providing the instructors with the expert advice they need and the assistance they needed to resolve their issues. At the primary and secondary levels, the district education officer is responsible for supervising more schools than there are academic days in a year. They are unable to give each school a separate day. These officials spend the majority of their time preparing transfer applications, submitting information to provincial head offices, and dealing with associated issues. In comparative analysis between Federal Government Educational Institutions and Army Public Schools, a study observed following procedures in supervision styles. Saeed (2021) in a study, A *Comparative Study of Instructional Supervision Process of APS&Cs and FGEIs* made the following conclusions: It is found that teachers and principals of APS & Cs were happier with the goal of instructional monitoring than were teachers and principals of FGEIs. Regarding the methods of instruction, teaching strategies, resource use, and opportunities for professional development provided by the principals, teachers, and principals both redeveloping Supervision Model for Headmasters. While the FGEI teachers and principals exhibited ambiguity in their answers. It also concludes that the primary responsibilities of instructional supervisors should include professional

development through in-service training and instructional enhancement through workshops, seminars, and symposiums. Additionally, it is found from the study that there were variances in the replies of FGEI instructors and principals. Additionally, it showed that teachers from APS & Cs and FGEIs concurred that principals rarely assess teachers' capacity to make learning engaging, maintain portfolios of teachers' observations, and continue to be concerned with students' character development, even though the analysis showed that APS & Cs and FGEIs principals frequently do those things (Saeed, 2019).

2.14.2 A teacher supportive evaluation system. Both the improvement in skills of teachers, and the educational quality of schools are benefited by an evaluation system that supports teachers. As a result, the school administration is required to implement an evaluation system that supports teachers. Murdoch (2000) based his system for evaluating teachers' effectiveness on the following five tenets:

1. To promote reflective thinking
2. To inspire and enlist instructors
3. To evaluate every area of a teacher's professional activities;
4. To consider the opinions of students
5. To encourage teamwork

Marzano (2013) also placed student achievement central to teacher effectiveness. Clinical supervision in this respect provides opportunity to contribute towards improvement as a whole and help to maximize learning of students (Okafor, 2012). Such as developing comprehensive professional growth plan also encourage teachers to contribute, share and express their ideas and concerns regarding improvement of their school and students with their colleagues and principal.

Implementing instructional supervision generally and putting a small amount of emphasis on clinical supervision, helps teachers to advance professionally because it assists in providing them with diagnostic, need-based support. It is important to introduce a concept of supervision that can address teacher diversity and help to improve their professional development plans because while supervisors and principals focus on accounting for learners' diversity during the teaching and learning process, teachers' diversity is frequently disregarded.

2.14.3 Mandate of Federal Directorate of Education. The mandate of FDE is of wide range but specified and is stated as under:

1. Implementation of Federal Government Education Policy in its full spirit.
2. Ensure provision of quality education to all the population of Islamabad Capital Territory with current enrolment of 215,000 students from Montessori to Post Graduate level.
3. Management of resources (both human & physical) for all federal Government Educational Institutions which includes 423 educational institutions and 9663 teaching as well as 4423 non-teaching staff/posts.

Although, there are many challenges for Federal Directorate of education, Islamabad in imparting quality education particularly supervision of human resources, however, has a lot of ground for innovations and interventions. Because, according to Wheatley (1992), although, disorders, problems, and up and downs in an organizations are considered disruptive, however, these problems and disorders give birth to new ideas and stimulates growth in organizations.

i. Performance Appraisal in School Management Manual of Federal Directorate of Education, Islamabad

The School Management Manual (SMM) designed and implemented in schools of Federal Directorate of Education (FDE), Islamabad has given a procedure for performance evaluation of employees working within the jurisdiction of the FDE. The term 'Performance Appraisal' is defined in SMM as' "the procedure by which the job performance of an employee is analyzed and formally evaluated by the corresponding reporting officer (School Head) in consultation with relevant Area Education Officer(AEO)." The procedure follows certain steps which are briefly explained;

Table 2.4

Performance Appraisal for Teachers of Federal Directorate of Education

S#	Key Area	S #	Performance Indicator (Grading **2 marks each)**
1	Planning and preparation for timely delivery of content (Lesson Plan)	1.1	Accurate development of lesson plan
		1.2	Effective and timely delivery of planned lessons
2	Punctuality and Attendance	2.1	Biometric Attendance
3	Subject Knowledge	3.1	Command over core subject/ content area
		3.2	Effective pedagogy for delivery of content
4	Classroom Management Skills/ Teaching best practices (Std. centered)	4.1	Effective use of resources (Time, space, teaching and learning material)
		4.2	Ensure activity based teaching and learning

		4.3	Provide opportunity to students for active participation in learning activities.
		4.4	Initiate discussion and Promotes critical thinking.
		4.5	Ensures equal opportunity for all learners.
5	Professional Development/ training received during the academic year	5.1	Number of training sessions attended.
		5.2	Successful completion of training courses.
6	Ability to use modern teaching aids	6.1	Handles technology efficiently and effectively.
		6.2	Ensure integration of technology in lessons.
7	Regular balanced homework and check notebooks accurately	7.1	Assigns balanced homework and check notebooks accurately.
		7.2	Maintain records of formative and summative assessments.
8	Communication skills	8.1	Effective verbal communication skills.
		8.2	Effective non-verbal communication skills
		8.3	Effective written communication skills

Formula for calculating overall scores

Score	Rating	(Total Score = Score obtained * 100/ Total Score)	Scale
90 to 100	1		Very Good
80 to 89	2		Good
70 to 79	3		Average
60 to 69	4		Poor
60	5		Very Poor

(Source: School Management Manual (2017) , Federal Directorate of Education, Islamabad)

ii Missing connection between teacher's professional development, evaluation, and supervision. The main goal of supervision is to assist instructors in enhancing the classroom teaching and learning process. It involves more than merely stopping by the classroom to note in the logbook how effective the teachers are and whether or not the work has been completed in accordance with the agenda. The supervisor doesn't manage the learning process and exercise dictatorial authority over it. According to the educational lexicon, supervision refers to any actions taken by appointed school administrators to guide teachers and other staff members in enhancing the quality of instruction. It also incorporates the instructors' stimulation, development, and professional progress. In order to enhance their performance in the classroom, instructors are given counselling, shared resources, and assistance. As long as certain conditions are met, it is seen as a confidential procedure that is also constructive, forward-looking, primarily educational and developmental, and intended to assist the individual advance. It differs from evaluation in that it is a continuous, formative process as opposed to evaluation, which is both. Under assessments, the student attempts to hide their weaknesses, but in educational supervision, they should feel free to show them. He adopts a participative and mutual sharing strategy instead of a directing, telling, and fault-finding approach for this aim (Yousaf Et.al., 2011). Historically supervision have been considered an autocratic activity, because the teacher' were not informed about and teacher were visited in classrooms without any prior notification. Mbonu, 2004). Ezeocha (1990) defined it as autocratic because the supervisor was dominating person who can judge the teachers in all aspects. Such supervision can be defined as judgmental supervision where the purpose is only to highlight weaknesses of teacher.

Likewise, Akpa (1987) further mentioned that the traditional supervision as a forceful activity that only creates fear for the teacher. With the passage of time the trends of supervision are changing form a very autocratic to approach to a holistic approach its evolving. Nwaguoegbe, (2004) stated that apart from the overseeing the duties of teachers the term supervision involves helping teachers, guiding them to improve their teaching, coordinating them and directing teachers to improve so the overall objectives of school can be achieved. similarly, Barber and Norman (1987) further mentioned that supervision is an interpersonal process which aims to support and help less skilled teachers to become more skillfull.in such context a supervisor evaluates the performance of a teachers and support to improve the weak areas. Supervision in a best way not only improve the skills of teacher but motivates them towards leadership because it focuses on improvement.

In the Nigerian context Mbonu (2004) observe that gradually the process of supervision is becoming cooperative he further stated that the authoritative approach of supervision is now changing in Nigeria and it's now shifting to democratic principles. We can feel a huge difference in modern supervision as it is breaking down the narrow conceptions of supervision. While discussing the objectives of clinical supervision Knapman and Morrison (2001), stated that the objective of supervision should be competence, accountability, and support. According to Fowler, 2000), the purpose of supervision should be identifying the problem and finding its solution, it should aim to improve teaching practices and uplift understanding to professional issues. Fowler (2000) further highlighted below mentioned outputs of clinical supervision:

- Clinical supervision enables the teacher to do the job more accurately
- It informed teachers teaching practices

- It improves interaction which facilitates to discuss issues and find its solutions
- It provides professional support
- It also facilitates in role development
- Clinical supervision helps to improve confidence
- It supports teachers for professional development
- Clinical supervision improves job satisfaction by improving job performance.

Concluding, Clinical Supervision Model in the field of education has far reaching formative as well as futuristic implications for various stakeholders. Firstly, school leaders take on the role of supervisor and the teachers act and reflect on their teaching process as supervisee. This shift from traditional inspection or monitoring to supervision improves relationship among school leaders and their teachers. Secondly, by developing collegial relationship, supervisors and supervisees can easily discuss and reflect on teaching-learning process in steps. That is, instead of direct monitoring, supervision is informed and in case of clinical supervision, it serves the purpose of diagnostic evaluation as well. Thirdly, the supervisors and supervisees can collectively work on the student learning outcomes and can improve result. Fourthly, teachers become owner of their evaluation and improvement. Lastly, clinical supervision model foster job satisfaction among employees being reflective and self-evaluator in the process of clinical supervision.

Professional development of the teachers is the main lever that can act to update the knowledge, skills and aptitude of teachers. In this research study, the role of clinical supervision model for the professional development of teaches provide the grounds to improve professional skills of teachers in an on-going manner. Keeping in view the reflections during clinical supervision phases, both supervisors and supervisees get an opportunity to recognize strength areas of teachers in teaching –learning process. Moreover, the weak areas during teaching can easily be identified in a collegial environment. As the research studies affirms, working on professional development plans support performance of teachers and consequently, improves students' result. Therefore, I think the

current study will be a valuable addition in context when adopted in the schools of Federal Directorate of Education, Islamabad.

CHAPTER 3

METHODS AND PROCEDURES

3.1 Research Methodology

The Chapter 3 of the current research study comprises; research approach, research design, and description of selected population, sampling technique, and size of sample, adopted and modified instruments used for application of the intervention. Moreover, the procedures to validate research tools constructed to collect opinion of participants of the research study. And the reliability of the instruments is given in this chapter. Furthermore, the chapter also covers the brief description of data collection methods, description of experimental procedure, and description of techniques used for data analysis.

3.2 Research Approach

This research study was inductive in nature aimed at exploring the opinions of principals and teachers on new program of teachers' supervision, and proposed a supervision model for evaluation for teachers of Federal Directorate of Education, Islamabad at Primary school level. Therefore, the researcher used a mixed method approach to address the research objectives, and for presenting a model for FDE. In a mixed method approach, the researcher collects both type of data; qualitative and quantitative for analyzing, interpreting and reporting data in empirical studies (Creswell & Clark, 2017, Biber & Leavy, 2008).

3.3 Research Design

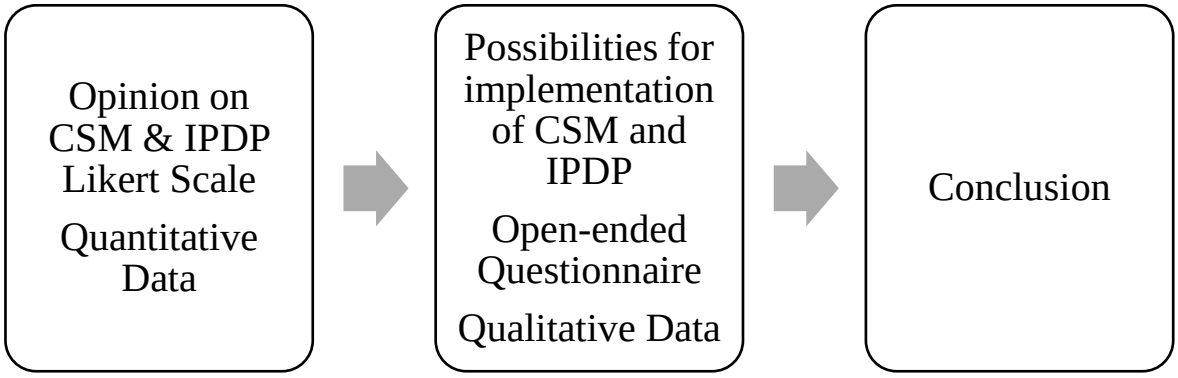
An Explanatory Sequential research design was used. According to Creswell (2013), Quantitative data is gathered initially, followed by analysis, in an explanatory sequential approach. Following that, qualitative data is gathered and examined. In this

study, the opinions of principals and teachers were collected through three-point Likert scale (quantitatively). Then, the researcher collected data through open-ended questions on challenges and possibilities for adopting

CSM and IPDP for schools of FDE.

Figure 3.3.1

Diagrammatic View of Explanatory Sequential Research Design



3.4 Intervention Process of CSM and IPDP

This approach usually employs small number of participants (At the first stage, the researcher recorded opinions of principals and teachers on concept of supervision. In the second stage, the researcher did mock evaluation of teachers with the help of their respective school principals. After the mock evaluation, opinions of principals and teachers were recorded through Likert scale. Then, the researcher, the supervisors (principals) and the teachers worked on the professional development plans of teachers (supervisees). And at the last stage, participants (both supervisors and supervisees)

reflected on the entire process, and shared its effectiveness and incorporation in routine practice along with challenges.

3.4.1 Experimental Procedure. The experimental procedure followed in the research study is presented in Table 3.4.1 and 3.4.2 employed for supervisors and supervisees respectively.

Table No 3.4.1

Experiment Procedure (Supervisors)

	Pre-observation stage	Intervention of CSM ($O_{1supervisor}$)	Post-observation stage	Intervention of IPDP ($O_{2supervisor}$)	Post-intervention stage	Suggestions
Principal 1	Likert scale activity on concept of supervision	Mock evaluation on CSM	Likert scale activity on concept of Clinical Supervision Model	Work on Individual professional development plan (IPDP)	Likert scale activity on effectiveness of Clinical Supervision Model and (IPDP)	Views and possibilities for implementing CSM and IPDP

Table No 3.4.2

Experimental Procedure (Supervisee)

Pre-observation stage	Intervention of CSM ($O_{1supervisee}$)	Post-observation stage	Intervention of IPDP ($O_{2supervisee}$)	Post-intervention stage	Suggestions

Teacher 1	Likert scale activity on concept of supervision	Mock evaluation of CSM	Likert scale activity on concept of Clinical Supervision Model	Work on Individual professional development plan (IPDP)	Likert scale activity on effectiveness of Clinical Supervision Model and (IPDP)	Views and possibilities for implementing CSM and IPDP

3.4.2 Permission to use Teacher Evaluation Forms of Arlington Public Schools.

The researcher after studying various teacher evaluation models, selected the "Teacher Evaluation Handbook of Arlington Public School", Virginia, and USA. For the implementation of CSM and IPDP, the researcher took written permission from compliance officer of Arlington Public Schools, Arlington and used following two templates from the "Teacher Evaluation Handbook of Arlington"

i. A Pre-Observation Conference template for first stage of CSM (modified contextually) ii. A Professional Development (Growth) Plan (Modified for the research study)

3.5 Population of the Study

There are five educational sectors in Federal Directorate of Education, Islamabad. They are; Sector Urban I, Sector Urban II, Sector Bahra Kahu, Sector Nilore, and Sector Tarnaul and these constitute 424 schools. The researcher delimited the study to female primary schools of sector Tarnaul.

Table 3.5

Population of the study

No. of attached female primary schools	No. of female pure primary schools	Total no. of female Primary schools	Total no. principals	Total no. of teachers
15	08	23	23	483

3.6 Sampling Technique

The researcher used simple random sampling technique. As there are 23 female primary schools (both pure and attached) (Appendix XV), the researcher randomly selected 5 primary schools (which included 5 principals and 5 teachers), which constituted 20 % of the whole population. For this purpose, fishbowl technique was used which is used for small population. In a fishbowl draw technique, the researcher numbers each element or member in a population on a piece of paper. Those pieces are put in a bowl. Then, the researcher randomly selected the desired number of elements from the bowl (Sampling Techniques-2.2014). After the selection of 5 schools, the principal of the school randomly selected one teacher from each school for the study.

3.7 Sample Size

Five principals and respectively five teachers of the selected schools.

3.8 Instrumentation

As the current study was a two staged process; the mock evaluation of the teacher and development of comprehensive development plan for the teacher.

Table 3.8.1

Instrumentation Process

S #	Name of instrument	Instrumentation Process

Stage 1	The teacher evaluation included	wing parts;
	Pre-Observation Conference record form (Appendix III)	Adopted from the evaluation framework of Arlington Public School, Virginia.
	Two observation tools (Appendix IV) (Appendix V)	(First observation tool (Appendix IV) was developed from Minimum Standards for *Quality Education in Pakistan: Attaining Standards for Improved Learning Outcomes and School Effectiveness*, whereas, second observation tool (Appendix V) was developed by the researcher.
	Post-Observation Conference (Appendix VI)	The Post –Observation Conference was developed by the researcher.
Stage 2	Individual Professional Development Plan (Appendix IX)	It was adopted and modified from the Goal setting form from Arlington Public.

Finally, Overall, in establishing model of observation, the researcher took help from Handbook for Teacher Evaluation, Virginia.

3.9 Validity of an Instrument

As there were two types of tools used in the study: i) tools for implementation of CSM and IPDP, ii) tools for data collection after the intervention of CSM and IPDP. The tools (templates) for implementation of CSM and IPDP were adopted and modified from Handbook for Teacher Evaluation, Virginia. For that, the researcher took permission from the Compliance Officer of the Arlington Public Schools, Virginia to use them for the research purpose only. Whereas, the tools for collecting data after the intervention of CSM and IPDP were properly validated, and were certified by the experts. Moreover, the tools to collect the data for opinions, challenges, and possibilities in implementing CSM and IPDP, the research developed three tools that were validated from experts in the field of Educational Leadership and Administration in K-12 and are also practicing at district level (Appendices E and F attached).

3.9.1 Validity Threats

Following are the threats to internal and external validity (Chong-ho Yu, 2021) that were observed in this research study.

3.9.1.1 Threats to Internal Validity

a. Maturation: Maturation is the processes within subjects which act as a function of the passage of time, i.e. if the project is carried for longer time, the participants may improve their performance. As CSM and IPDP were lengthy and multi-staged process, there is most likely a threat that participants may improve their understanding of the process and performance during supervision and evaluation.

3.9.1.2 Threats to External Validity

a. Multiple treatment interference: When participants receive more than one treatment, it is more likely that the first treatment may impact second treatment. As CSM and IPDP were employed in two stages, there may be a chance that teachers improved their performance during CSM which may supersede the impact of IPDP.

3.10 Reliability of an Instrument

The instrument's degree of consistency in measuring an attribute is known as reliability. (Bannigan & Watson, 2009). In order to assess the reliability of instruments, the Cronbach Alpha for three- point Likert scale were calculated for all questionnaires used in the study. Three points Linkert scale can also be used to collect the data where we need just agree and disagree or neutral statements from the participants (sauro, 2019)

3.10.1 Reliability of Tool for Existing Concept of Clinical Supervision Model

The reliability coefficients of the questionnaire are given in the table 3.10.1

Table 3.10.1

Overall Reliability of the tool for existing concept of clinical supervision model

S. No	Instrument	Reliability
1	Pre-existing concept of clinical supervision model	.79

3.10.2 Reliability of Tool for assessing concept of Clinical Supervision after Implementation

The reliability coefficients of the questionnaire are given in the table 3.10.2

Table 3.10.2

Overall Reliability of the tool for assessing concept of CSM and IPDP

S. No	Instrument	Reliability
1	Instrument for assessing concept of CSM	.72

3.10.3 Reliability of Tool for assessing concept of Professional Development Plan of Teachers

The reliability coefficients of the instrument is given in the table 3.10.3

Table 3.10.3

Overall Reliability of the questionnaire to know opinion for implementing CSM and IPDP in FDE

S. No	Instrument	Reliability
1	Opinion for implementation of CSM and IPDP in FDE	.70

3.11 Data Collection Procedure

Before intervention, the researcher organized small orientation with school principals and teachers to acquaint them with the process of clinical supervision model. Then, the researcher collected data by personally visiting the school at the time of data mock evaluation through clinical supervision model, developing IPDP and collecting data through questionnaires to implement a supervisory model for FDE.

3.12 Data Analysis

Section 1. The researcher used descriptive statistics to describe the implication of intervention (clinical supervision model) on teacher’s professional development. The

data analysis was done with SPSS 20.

Section 2. The researcher then conducted a qualitative analysis of principals' and teachers' opinions on using the clinical supervision model for diagnostic evaluation of teachers and the execution of individual professional development plans for teachers. Since thematic analysis in qualitative research focuses on exploring themes or patterns of meaning within data, it was used to identify themes in the qualitative data. Additionally, thematic analysis places a strong emphasis on the data's arrangement, detailed description, and theoretically informed interpretation of meaning. (Merriam, 2002)

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF DATA

The data collected through the research study was first entered into the application known as the Statistical Package for Social Sciences (SPSS version, 20). After that, frequency and percentage analysis of the data was performed. To present the results, tables were made, and each table came with a short explanation.

4.1 Data Analysis for Quantitative Portion

After the implementation of the CSM and IPDP, the quantitative data was analyzed in three major steps from two groups of participants: Principals (Supervisors), and Teachers (Supervisees). Six three-point Likert-Scale opinion sheets were used and the data of each sheet was analyzed using frequencies and percentages separately. Before getting opinions and application of interventions, some demographic information of the participating principals and teachers was collected. The participating principals in the current research study had wide range of academic experience which is tabulated below;

Table 4. 1.1

Administrative Experience of School Principals

Administrative Experience of Participating Principals (Supervisors)					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	1-5 years	2	40.0	40.0	40.0
	6-10 years	1	20.0	20.0	60.0
	11-15 years	1	20.0	20.0	80.0
	16-20 years	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

In the current research study, veteran, mid-career, and newly practicing school leaders participated.

Table 4.1.2

Teaching Experience of Participating Teachers (Supervisees)

Teaching Experience of Participating Teachers (Supervisees)					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	1-5 years	0	00.0	00.0	00.0
	6-10 years	1	20.0	20.0	20.0
	11-15 years	3	60.0	60.0	80.0
	16-20 years	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

In this research study, three major groups of teachers based on their experience participated; teachers with six to ten years' experience, eleven to fifteen years' experience, and sixteen to twenty years' experience.

Research Question 1

What is the pre- existing concept of school principals and teachers about supervision and evaluation of teachers in Federal Directorate of Education, Islamabad at primary school level?

4.2 Concept of School Principals as Supervisors on Teacher Evaluation

The results of school principals' opinion on supervision and teacher evaluation are presented in the table 4.2.

Table 4.2

Cumulative responses of principals on existing concept of supervision and teacher evaluation.

Sr #	Opinion	Agree	Neutral	Disagree	Cumulative Percent
1	Teacher evaluation is an annual practice.	4 (80 %)	0	1 (20%)	100
2	Teacher evaluation forms are confidential	5 (100 %)	0	0	100
3	Teacher evaluation forms inform teachers about their strength and weaknesses	2 (40%)	0	3 (60%)	100
4	As a principal, I want my teachers to know about their strength and weak areas in instructions and classroom practice	4 (80 %)	1(20 %)	0	100
5	I understand administration and supervision of teachers are different in nature.	4 (80%)	0	1 (20%)	100
6	I provide professional support to my teachers when needed despite the shortage of time.	4 (80%)	1 (20%)	0	100
7	I make a written record of evaluation forms of teachers and share with them for their improvement.	3 (60 %)	1(20 %)	1 (20%)	100
8	I heard about clinical supervision practice for professional development of teachers.	1 (20 %)	0	4 (80 %)	100
9	I understand the use of diagnostic teacher evaluation.	1 (20 %)	1(20%)	3 (60 %)	100
10	I believe in developing collegial relationship between supervisor and supervisee for improvement of teachers.	4 (80 %)	1 (20%)	0	100

4.2.1 Supervisors' Opinion about teacher's evaluation

According to data collected in Table 4.2, it is found that eighty percent principals agreed with the statement that teacher evaluation in Federal Directorate of Education, Islamabad is an annual practice.

4.2.2 Supervisors' Opinion about confidentiality of teacher's evaluation

It is found that hundred percent supervisors agreed that teacher evaluation forms are confidential in Federal Directorate of Education, Islamabad.

4.2.3 Supervisors' Opinion about strong and weak Teaching areas of Teachers

Table 4.2 also shows that forty percent principals agreed with the statement that teacher evaluation in Federal Directorate of Education, Islamabad informs teachers about their strength areas in instructions and helps to address the weak areas in instructions. Whereas, sixty percent of the respondent disagreed that teacher evaluation in Federal Directorate of Education, Islamabad informs teachers about their strength areas in instructions and helps to address the weak areas in instructions.

4.2.4 Supervisors' Opinion about role of Principal as Supervisor

Table 4.2 clarifies that hundred percent principals agreed with the statement that teacher evaluation forms in Federal Directorate of Education, Islamabad are confidential documents. Table 4.2 further shows that eighty percent principals agreed that as a principal they want their teachers to know about their strength areas and weak areas in instructions and classroom practice. Whereas, twenty percent respondent stay neutral on the statement that as a principal they want their teachers to know about their strength areas and weak areas in instructions and classroom practice.

4.2.5 Supervisors' Opinion about administration and supervision

According to data collected, it is found that eighty percent principals agreed with the statement that as a principal they understand administration and supervision of teachers are different in nature whereas, twenty percent respondent disagreed with the statement that as a principal they understand administration and supervision of teachers are different in nature.

4.2.6 Supervisors' Opinion about professional support for teachers

According to data collected, it is found that eighty percent principals agreed with the statement that as a principal they provide professional support to their teachers whenever needed despite the shortage of time. Whereas, twenty percent respondent were non-verbal on the statement that as a principal they provide professional support to their teachers whenever needed despite the shortage of time.

4.2.7 Supervisors' Opinion about sharing of evaluation forms for improvement of teachers

According to data collected, it is found that sixty percent principals agreed with the statement that as a principal they make a written record of evaluation forms of teachers and share with them for their improvement. Whereas, twenty percent respondent were non-verbal on the statement that as a principal they I make a written record of evaluation forms of teachers and share with them for their improvement. Furthermore, it is found that twenty percent principals disagreed with the statement, they make a written record of evaluation forms of teachers and share with them for their improvement.

4.2.8 Supervisors' concept of Clinical Supervision Model

According to data collected, twenty percent respondent were non-verbal on the statement that as a principal they heard about clinical supervision practice for professional development of teachers. Furthermore, it is found that eighty percent principals disagreed with the statement, they heard about clinical supervision practice for professional development of teachers.

4.2.9 Supervisors' opinion about diagnostic evaluation of teachers

According to data collected, it is found that twenty percent principals agreed with the statement that as a principal they understand the use of diagnostic teacher evaluation. Whereas, twenty percent respondent were non-verbal on the statement that as a principal they I understand the use of diagnostic teacher evaluation. Furthermore, it is found that sixty percent principals disagreed with the statement, they understand the use of diagnostic teacher evaluation.

4.2.10 Supervisors' opinion about building collegial relationship between principals and teachers

According to data collected, it is found that eighty percent principals agreed with the statement that as a principal they believe in developing collegial relationship between supervisor and supervisee for improvement of teachers. Whereas, twenty percent respondent were non-verbal on the statement that as a principal they believe in developing collegial relationship between supervisor and supervisee for improvement of teachers.

4.2.11 Interpretation: According to the results of school principals on existing concept of supervision and teachers' evaluation in the table 4.2, it is found that teacher evaluation in Federal Directorate of Education is authoritarian in nature

because teachers are evaluated annually. Further, teacher evaluation forms are confidential documents because teachers are restricted to see their performance. Moreover, concept of formative, diagnostic, and reflective teacher evaluation and need- based individual support program is rare as principals have little knowledge about on-going evaluation, that is why, concept of supervision of teachers is uncommon in Federal Directorate of Education. And principals neither heard about supervision of teachers based on clinical supervision model nor does they ever worked on professional development plans of teachers on individual basis.

4.3 Concept of School Teachers as Supervisees on Teacher Evaluation and Supervision

The results of school teachers' opinion on supervision and teacher evaluation are presented in the table 4.2.

Table 4.3

Cumulative responses of Teachers on existing concept of supervision and teacher evaluation

S #	Opinions of Teachers	Agree	Neutral	Disagree	Cumulative Percent
1	Teacher evaluation is an annual practice.	4 (80 %)	0	1 (20%)	100
2	Teacher evaluation forms are confidential	5 (100 %)	0	0	100
3	Teacher evaluation forms inform teachers about their strength and weaknesses	2 (40%)	0	3 (60%)	100
4	As a teacher, I want to know about my strength and weak areas in instructions and classroom practice	5 (100 %)	0	0	100

5	I understand administration and supervision of teachers are different in nature.	4 (80%)	0	1 (20%)	100
6	I need professional support to my supervisor whenever needed .	4 (80%)	1 (20%)	0	100
7	My principal make a written record of evaluation forms of teachers and share with me for my improvement.	3 (60 %)	1(20 %)	1 (20%)	100
8	I heard about clinical supervision practice for professional development of teachers.	1 (20 %)	0	4 (80 %)	100
9	I understand the use of diagnostic teacher evaluation.	0	2(40%)	3 (60 %)	100
10	I believe in developing collegial relationship between supervisor and supervisee for the improvement of teachers.	4 (80 %)	1 (20%)	0	100

4.3.1Teachers' Opinion about confidentiality of teacher's evaluation

According to data collected in Table 4.3, hundred percent teachers agreed with the statement that teacher evaluation forms in Federal Directorate of Education, Islamabad are confidential.

4.3.2 Teachers' Opinion about annual practice of teacher's evaluation

According to data collected, it is found that eighty percent teachers agree with the statement that teacher evaluation in Federal Directorate of Education, Islamabad is an annual practice. Whereas, twenty teachers disagreed that teacher evaluation is an annual practice.

4.3.3 Teachers' Opinion about strong and weak Teaching areas of Teachers

According to data collected, it is found that forty percent teachers agreed with the statement that teacher evaluation forms in Federal Directorate of Education,

Islamabad inform teachers about their strength and weak areas in classroom instruction and teaching. Whereas, sixty teachers disagreed that teacher evaluation forms inform teachers about their strength and weak areas in classroom instruction and teaching.

4.3.4 Teachers' Opinion about role of Principal as Supervisor

According to the current study, it is found that hundred percent teachers agreed with the statement that as a teacher, they want to know about their strength and weak areas in instructions and classroom teaching practice.

4.3.5 Teachers' Opinion about administration and supervision

According to the current study it is found, eighty percent teachers understand that administration and supervision of teachers are different in nature. Whereas, twenty percent disagreed that administration and supervision of teachers are different.

4.3.6 Teacher's Opinion about professional support for teachers

According to the current study it is found, eighty percent teachers want professional support from their supervisors whenever need. Whereas, twenty percent stayed neutral on this opinion.

4.3.7 Teachers' Opinion about sharing of evaluation forms for improvement of teachers

According to the current study it is found, twenty percent teachers agreed that their principals make a written record of their evaluation forms and share with them for their improvement. Whereas, twenty percent stayed neutral and sixty

percent participants disagreed that they receive written record of their evaluation forms.

4.3.8 Teachers' Opinion about knowledge of CSM

According to the current study it is found, eighty percent teachers never heard about clinical supervision model Whereas, twenty percent have no response on the statement they know about clinical supervision model.

4.3.9 Teacher's Opinion about diagnostic nature of teacher evaluation

According to the current study it is found that sixty percent teachers understand the diagnostic nature of teacher evaluation. Whereas, forty percent have given no opinion on the statement that they understand diagnostic nature of teacher evaluation.

4.3.10 Interpretation: According to the results of school teachers on existing concept of supervision and teachers' evaluation in the table 4.3, it is found that teacher evaluation in Federal Directorate of Education is authoritarian in nature because teachers are evaluated annually. Further, teacher evaluation forms are confidential documents because teachers are restricted to see their performance. Their supervision on concerning areas of instructions are rarely addressed. And tracking their performance on annual basis is also a neglected area. Moreover, concept of formative, diagnostic, and reflective teacher evaluation, and need-based individual support program is rare as principals have little knowledge about on-going evaluation,that is why, concept of supervision of teachers is uncommon in Federal Directorate of Education. And teachers neither heard about supervision of teachers based on clinical supervision model nor does they ever worked on their professional development plans on individual basis.

Research Question 2

What are the opinions of school principals and teachers after being introduced with clinical supervision model for continuous teacher's professional development process in Federal Directorate of Education, Islamabad at primary school level?

4.4 Supervisors' opinion after being introduced with clinical supervision model for continuous professional development process of teachers

Table 4.4

Cumulative Supervisors' opinion after being introduced with clinical supervision model for continuous professional development process of teachers

S #	Supervisors 'Opinions	Agree	Neutral	Disagree	Cumulative Percent
1	I found clinical supervision model an interesting model for supervision of teacher.	4 (80 %)	1 (20%)	0	100
2	Now, I understand well the stages of clinical supervision model.	4 (80%)	1 (20%)	0	100
3	I recognize that clinical supervision model is diagnostic in nature for teacher evaluation.	4 (80%)	1 (20%)	0	100
4	Clinical Supervision is innovative, and will bring creativity in supervision , teaching practice and school operation.	4 (80%)	0	1 (20%)	100
5	As a principal, I learnt my teachers will know about their strength and weak areas in instructions and classroom practice through clinical supervision model easily.	4 (80 %)	1 (20%)	0	100
6	I understand that clinical supervision model will help to develop collegial relationship between administration and teachers	2 (40%)	3 (60%)	0	100
7	I believe clinical supervision model is a systematic way of providing constructive feedback to the teachers.	3 (60 %)	1 (20%)	1 (20%)	100

8	I believe clinical supervision model help teachers to track classroom data and make sentence for meaningful patterns.	4 (80%)	0	1(20%)	100
9	I understand that clinical supervision model can boost the morale of the teachers.	4 (80%)	1 (20%)	0	100
10	Clinical Supervision model is time consuming.	4 (80 %)	0	1 (20%)	100
11	Clinical Supervision Model needs many resources.	1 (20 %)	1 (20%)	3 (60 %)	100
12	Clinical Supervision Model is a systematic process.	2 (40 %)	0	3 (60%)	100
13	Clinical Supervision Model requires a lot of documentation.	3 (60 %)	1 (20%)	1 (20 %)	100
14	I found that Clinical Supervision Model engages teachers in a reflective process.	4 (80 %)	1 (20%)	0	100
15	Clinical Supervision Model is good to adopted for teachers in Federal Directorate of Education.	4 (80 %)	1(20 %)	0	100

4.4.1 Supervisors' General Opinion about CSM

According to the current study it is found that eighty percent Principals (Supervisors) were of the view that clinical supervision model is interesting process for the evaluation of teachers. Whereas, twenty percent participants were neutral on this opinion.

4.4.2 Supervisors' Opinion about Understanding of CSM

According to the current study it is found that eighty percent Principals (Supervisors) understood well the stages of clinical supervision model. Whereas, twenty percent participants were neutral on this opinion.

4.4.3 Supervisors' Opinion about Diagnostic nature of CSM

According to the current study it is found that eighty percent Principals (Supervisors) recognize that clinical supervision model is diagnostic in nature for teacher evaluations.

Whereas, twenty percent participants were neutral on this opinion.

4.4.4 Supervisors' Opinion about impact of CSM on Teaching Practice

According to the current study it is found that eighty percent Principals (Supervisors) recognize that clinical supervision model is innovative and will bring creativity in supervision, teaching practice and school operation... Whereas, twenty percent participants disagreed with the opinion that Clinical supervision model is innovative and will bring creativity in supervision, teaching practice and school operation.

4.4.5 Supervisors' Opinion about use of CSM for teaching evaluation of teachers

According to the current study it is found that eighty percent Principals (Supervisors viewed that as a principal, they learnt their teachers will know about their strength and weak areas in instructions and classroom practice through clinical supervision model easily. Whereas, twenty percent participants were neutral on this opinion.

4.4.6 Supervisors' Opinion about development of relationship between administration and teachers during CSM

According to the current study it is found that forty percent Principals (Supervisors) understood that clinical supervision model helps to develop collegial relationship between administration and teachers. Whereas, sixty

percent participants were neutral on the statement that clinical supervision model helps to develop collegial relationship between administration and teachers.

4.4.7 Supervisors' Opinion about CSM as model for constructive feedback to teacher

According to the current study it is found that sixty percent Principals (Supervisors) understood that clinical supervision model is a systematic way of providing constructive feedback to the teachers. Whereas, twenty percent participants were neutral on the statement that clinical supervision model is a systematic way of providing constructive feedback to the teachers. While twenty percent participants disagreed with the statement that is a systematic way of providing constructive feedback to the teachers.

4.4.8 Supervisors' Opinion CSM as mean to track classroom data

According to the current study it is found that eighty percent Principals (Supervisors) recognized that clinical supervision model the process to help teachers aware of their professional development plan and they themselves can become owner of their professional plans. Whereas, twenty percent participants disagreed with the opinion that Clinical supervision model the process to help teachers aware of their professional development plan and they themselves can become owner of their professional plans.

4.4.9 Supervisors' Opinion CSM as mean to boost morale of teachers

According to the current study it is found that eighty percent Principals (Supervisors) understood that clinical supervision model can boost the morale

of teachers. Whereas, twenty percent participants were neutral on the opinion that Clinical supervision model can boost the morale of teachers.

4.4.10 Supervisors' Opinion about time requirement for CSM

According to the current study it is found that eighty percent Principals (Supervisors) recognize that clinical supervision model is time consuming. Whereas, twenty percent participants disagreed that Clinical supervision model is time consuming.

4.4.11 Supervisors' Opinion about requirement of resources for practice of CSM

According to the current study it is found that twenty percent Principals (Supervisors) recognized that clinical supervision model needs many resources. Whereas, twenty percent participants disagreed with the opinion that Clinical supervision model needs many resources for its implementation. And sixty percent disagreed that clinical supervision model needs many resources for its implementation.

4.4.12 Supervisors' Opinion about CSM as a process

According to the current study it is found that sixty percent Principals (Supervisors) recognized that clinical supervision model is a systematic process. Whereas, forty percent participants disagreed with the opinion that Clinical supervision model is a systematic process.

4.4.13 Supervisors' Opinion about requirement of documentation for CSM

According to the current study it is found that sixty percent Principals (Supervisors) recognized that clinical supervision model requires a lot of

documentation. Whereas, twenty percent participants disagreed with the opinion that Clinical supervision model requires a lot of documentation.

4.4.14 Supervisors' Opinion about CSM as a reflective process

According to the current study it is found that eighty percent Principals (Supervisors) recognize that clinical supervision model engages teachers in reflective process during teaching and self- evaluative process. Whereas, twenty percent participants stayed neutral on the stance that clinical supervision model engages teachers in reflective process while teaching and self-evaluation.

4.4.15 Supervisors' Opinion about CSM as Model to be adopted for teachers

According to the current study it is found that eighty percent Principals (Supervisors) viewed that clinical supervision model is good to adopt for teachers in Federal

Directorate of Education, Islamabad. Whereas, twenty percent participants disagreed with the opinion that clinical supervision model is good to adopt for teachers in Federal Directorate of Education, Islamabad.

4.4.16 Interpretation: After the intervention of CSM with school principals (supervisors) and teachers (supervisees), it is found that CSM has its foundation in constructivism and reflective process. As principals when subjected to CSM for conducted teacher evaluation, they learnt to be more flexible in addressing the challenges faced by teachers during classroom teaching. Both supervisors and supervisees had collegial relationship between various phases of clinical supervision model, hence they were reflective, focused and targeted – oriented throughout the entire intervention. They shared the targets, delivery process,

general orientation of the classes, barriers and worked collectively to sort out strategies for concerning areas. Consequently, supervisors learnt new skills in shaping their leadership skills, hence, they adopted the role of supervisors' instead traditional principals or evaluators.

4.5 Teachers 'opinion after being introduced with clinical supervision model for continuous professional development process of teachers

The results of teachers' opinion on CSM are tabulated below in Table 4.5.

Table 4.5

Cumulative Teachers' opinion after being introduced with clinical supervision model for continuous professional development process of teachers

S #	Teachers' Opinion	Agree	Neutral	Disagree	Cumulative Percent
1	I found clinical supervision model an interesting model for supervision of teacher.	4 (80 %)	1 (20%)	0	100
2	Now, I understand well the stages of clinical supervision model.	4 (80%)	1 (20%)	0	100
3	I recognize that clinical supervision model is diagnostic in nature for teacher evaluation.	5 (100%)	0	0	100
4	I believe clinical supervision will improve my classroom instructional strategies	4 (80 %)	1 (20%)	0	100
5	Clinical Supervision is innovative, and will bring creativity in supervision , teaching practice and school operation.	4 (80%)	1 (20%)	0	100
6	As a teacher, I will know about my strength and weak areas in instructions and classroom practice through clinical supervision model easily.	4 (80 %)	1 (20%)	0	100
7	I understand that clinical supervision model will help to develop collegial	4 (80%)	1 (20%)	0	100

	relationship between administration and teachers				
8	I believe clinical supervision model is a systematic way of providing constructive feedback to the teachers.	4 (80 %)	1 (20%)	0	100
9	I believe clinical supervision model help teachers to track classroom data and make sense for meaningful patterns.	4 (80%)	0	1(20%)	100
10	I found that clinical supervision model engages teachers in reflective process.	4 (80 %)	1 (20%)	0	100
11	I can understand the process to track my own progress.	4 (80%)	1 (20 %)	0	100
12	I understand that clinical supervision model can boost my morale.	4 (80%)	1 (20%)	0	100
13	Clinical Supervision model is time consuming.	1 (20 %)	1 (20%)	3 (60%)	100
14	Clinical Supervision Model needs many resources.	1 (20 %)	0	4 (80 %)	100
15	Clinical Supervision Model is a systematic process for teachers' evaluation.	4 (80 %)	1 (20%)	0	100
16	Clinical Supervision Model requires a lot of documentation.	3 (60 %)	1 (20%)	1 (20 %)	100
17	Clinical Supervision Model is good to adopted for teachers in Federal Directorate of Education.	5 (100 %)	0	0	100

4.5.1 Teachers' *General Opinion about CSM*

According to the current study it is found that eighty percent teachers (Supervisees) were of the view that clinical supervision model is interesting process for the evaluation of teachers. Whereas, twenty percent participants were neutral on this opinion.

4.5.2 Teachers' Opinion about understanding of CSM

According to the current study it is found that eighty percent teachers (Supervisees) understood well the stages of clinical supervision model. Whereas, twenty percent participants were neutral on this opinion.

4.5.3 Teachers' Opinion about Diagnostic nature of CSM

According to the current study it is found that hundred percent teachers (Supervisees) recognize that clinical supervision model is diagnostic in nature for teacher evaluations.

4.5.4 Teachers' Opinion about impact of CSM on their self-analysis of their teaching practice

According to the Table 4.5, it is found that eighty percent teachers (Supervisees) believed that clinical supervision model will improve their classroom instructional strategies whereas, twenty percent participants were neutral on the opinion that Clinical supervision model is will improve their classroom instructional strategies.

4.5.5 Teachers' Opinion about impact of CSM on Teaching Practice

According to the current study it is found that eighty percent teachers (Supervisees) recognize that clinical supervision model is innovative and will bring creativity in supervision, teaching practice and school operation. Whereas, twenty percent participants were neutral on the opinion that Clinical supervision model is innovative and will bring creativity in supervision, teaching practice and school operation.

4.5.6 Teachers' Opinion about use of CSM for their self- evaluation

According to the current study it is found that eighty percent teachers (Supervisees) viewed that as a teacher, they can know about their strength and weak areas in

instructions and classroom practice through clinical supervision model easily. Whereas, twenty percent participants were neutral on this opinion.

4.5.7 Teachers' Opinion CSM as mean to track their own classroom data

According to the current study it is found that eighty percent teachers (Supervisees) recognized that clinical supervision model the process to track classroom data and make sentence for meaningful patterns. Whereas, twenty percent participants disagreed with the opinion that Clinical supervision model the process to help to track classroom data and make sentence for meaningful patterns.

4.5.8 Teachers' Opinion about CSM as mean to improve relationship between administration and teachers

According to the current study it is found that eighty percent teachers (Supervisors) understood that clinical supervision model helps to develop collegial relationship between administration and teachers. Whereas, twenty percent participants were neutral on the statement that clinical supervision model helps to develop collegial relationship between administration and teachers.

4.5.9 Teachers' Opinion about CSM as a mean to get feedback from supervisor

According to the current study it is found that eighty percent teachers (Supervisees) understood that clinical supervision model is a systematic way of providing constructive feedback to the teachers. While twenty percent participants disagreed with the statement that is a systematic way of providing constructive feedback to the teachers.

4.5.10 Teachers' Opinion about CSM as a mean to engage themselves in reflective process

According to the current study it is found that eighty percent Supervisors (Supervisees) recognize that clinical supervision model engages teachers in reflective process during teaching and self- evaluative process. Whereas, twenty percent participants stayed neutral on the stance that clinical supervision model engages teachers in reflective process while teaching and self- evaluation.

4.5.11 Teachers' Opinion about CSM as a mean to track their own progress

It is found that eighty percent teachers agreed that CSM helped them to track their own progress whereas twenty percent teachers were neutral on this statement.

4.5.12Teachers' Opinion about CSM as a mean to boost their morale

According to the current study it is found that eighty percent teachers (Supervisees) understood that clinical supervision model can boost the morale of teachers. Whereas, twenty percent participants were neutral on the opinion that Clinical supervision model can boost the morale of teachers.

4.5.13 Teachers' Opinion about time requirement for CSM

According to the current study it is found that twenty percent teachers (Supervisees) viewed that clinical supervision model is time consuming. Whereas, twenty percent participants disagreed that Clinical supervision model is time consuming. While, sixty percent participants disagreed that Clinical supervision model is time consuming.

4.5.14 Teachers' Opinion about requirement of resources for CSM

According to the current study it is found that twenty percent teachers (Supervisees) recognized that clinical supervision model needs many resources. Whereas, eighty

percent participants disagreed with the opinion that Clinical supervision model needs many resources for its implementation.

4.5.15 Teachers' Opinion about CSM as a systematic way of teachers' evaluation

According to the current study it is found that sixty percent teachers (Supervisees) recognized that clinical supervision model is a systematic process. Whereas, twenty percent participants stayed neutral on the opinion that Clinical supervision model is a systematic process.

4.5.16 Teachers' Opinion about requirement of documentation for CSM

According to the current study it is found that sixty percent teachers (Supervisees) recognized that clinical supervision model requires a lot of documentation. Whereas, twenty percent participants disagreed with the opinion that Clinical supervision model requires a lot of documentation. Moreover, twenty percent participants were neutral on the opinion.

4.5.17 Teachers' Opinion about CSM as Model to be adopted for supervision of teachers of FDE

According to the current study it is found that hundred percent teachers (Supervisees) agreed that clinical supervision model is good to adopt for teachers in Federal Directorate of Education, Islamabad.

4.5.18 Interpretation: The results for teachers' (supervisees) opinion on CSM are similar to results of principals (Supervisors). Throughout the intervention, teachers constructed new knowledge about addressing the concerning areas in their own teaching practice with the help of supervisors. Teachers during the entire intervention reflected on their own teaching styles and worked on strategies to

improve their teaching and increasing the student learning outcomes. Hence, the entire intervention process was based on the theory of constructivism because throughout the intervention, teachers were engaged in constructing new pedagogical skills and then reflecting them for workable strategies.

Research Question 3

What are the views of principals and teachers on developing professional development plan through clinical supervision model in Federal Directorate of Education, Islamabad at primary school level?

4.6 Supervisor's Opinion on Developing IPDP through CSM

The results of supervisors' opinion on individual developing individual professional development plans of teachers are given in Table 4.6.

Table 4.6

Cumulative Opinion of Supervisors on developing IPDP through CSM

S #	Opinions of Supervisors	Agree	Neutral	Disagree	Cumulative
1	I understand the rationale and importance of Individual Professional Development Plan of Teachers and found it effective in professional development of teachers.	5 (100)	0	0	100
2	I learned clinical supervision model help teachers to focus on individual needs of teacher to deliver instructions using specific instructional strategies.	4 (80 %)	1 (20 %)	0	100
3	I believe evidence- based data gathered through clinical supervision model will improve to identify problem area and make SMART goal.	4 (80 %)	1(20%)	0	100
4	I believe evidence-based data gathered through clinical	4 (80 %)	1 (20%)	0	100

	supervision model will improve the classroom instructional strategies of my teachers.				
5	Now, I can understand clinical supervision model is an effective model that helps teachers to achieve goals of their professional development plans.	4(80 %)	1 (20%)	0	100
6	As a supervisor, I will know about strength areas and weak areas of my supervisee in instructions and classroom practice through clinical supervision model easily and can incorporate in their professional development plan.	4(80 %)	1 (20%)	0	100
7	I understand that clinical supervision model support professional development plans of teachers in collegial manner.	4(80 %)	1 (20%)	0	100
8	I understand the process to track the progress of my supervisee through their professional development plan.	4(80 %)	1 (20%)	0	100
9	Clinical supervision model along with Individual Professional Development Plan is time consuming.	3(60 %)	1(20%)	1(20%)	100
10	Clinical supervision model along with Individual Professional Development Plan is systematic.	3(60%)	2(40%)	0	100
11	Clinical supervision model along with Individual Professional Development Plan need many resources.	2(40%)	3(60%)	0	100
12	Clinical supervision model along with Individual Professional Development Plan requires a lot of documentation.	0	2(40%)	3(60%)	100
13	Clinical supervision model along with Individual Professional Development Plan is good to adopt for professional development of teachers in Federal Directorate of Education.	5(100%)	0	0	100

4.6.1 Supervisors' opinion on development and effectiveness of IPDP

According to the current study it is found that hundred percent Principals (Supervisors) understand the rationale and importance of Individual Professional Development Plan of Teachers and found it effective in professional development of teachers.

4.6.2 Supervisors' opinion about IPDP as mean to address individual needs of teachers

According to the current study it is found that eighty percent Principals (Supervisors) learned and agreed that clinical supervision model help teachers to focus on individual needs of teacher to deliver instructions using specific instructional strategies.

However, twenty percent participants were neutral on the opinion that clinical supervision model help teachers to focus on individual needs of teacher to deliver instructions using specific instructional strategies.

4.6.3 Supervisors' opinion about CSM and IPDP as mean to identify problem area in teaching

According to the current study it is found that eighty percent Principals (Supervisors) believed that evidence- based data gathered through clinical supervision model will help to identify problem area and make SMART goal. However, twenty percent participants were neutral on the opinion that believe evidence- based data gathered through clinical supervision model can identify problem area and make SMART goal.

4.6.4 Supervisors' opinion about CSM and IPDP as mean to collect data

According to the current study it is found that eighty percent Principals (Supervisors) believed evidence-based data gathered through clinical supervision model will improve the classroom instructional strategies of my teachers. However, twenty percent participants were neutral on the opinion that believe evidence-based data gathered through clinical supervision model will improve the classroom instructional strategies of my teachers.

4.6.5 Supervisors' opinion about IPDP as mean to achieve PD goals of teachers

According to the current study it is found that eighty percent Principals (Supervisors) understand clinical supervision model is an effective model that helps teachers to achieve goals of their professional development plans. However, twenty percent participants were neutral on the opinion that understands clinical supervision model is an effective model that helps teachers to achieve goals of their professional development plans.

4.6.6 Supervisors' opinion about IPDP to make strategies to improve teaching

According to the current study it is found that eighty percent Principals (Supervisors) as supervisors learned the process to know about strength areas and weak areas of my supervisee in instructions and classroom practice through clinical supervision model easily and can incorporate in their professional development plan. However, twenty percent participants were neutral on the stance that as supervisors learned the process to know about strength areas and weak areas of my supervisee in instructions and classroom practice through

clinical supervision model easily and can incorporate in their professional development plan.

4.6.7 Supervisors' opinion about CSM as support to IPDP

According to the current study it is found that eighty percent Principals (Supervisors) understand clinical supervision model support professional development plans of teachers in collegial manner. However, twenty percent participants were neutral on the opinion that understands clinical supervision model support professional development plans of teachers in collegial manner.

4.6.8 Supervisors' opinion about IPDP as mean to track performance of teachers

According to the current study it is found that eighty percent Principals (Supervisors) understand the process to track the progress of my supervisee through their professional development plan. However, twenty percent participants were neutral on the opinion that they understand the process to track the progress of my supervisee through their professional development plan.

4.6.9 Supervisors' opinion about time requirement for developing IPDP

According to the current study it is found that sixty percent Principals (Supervisors) understand clinical supervision model along with Individual Professional Development Plan is time consuming. However, twenty percent participants were neutral on the opinion that understand clinical supervision model along with Individual Professional Development Plan is time consuming. Additionally, twenty percent participants were neutral on the opinion that clinical supervision model along with Individual Professional Development Plan is time consuming.

4.6.10 Supervisors' opinion about requirement of resources for developing IPDP

According to the current study it is found that sixty percent Principals (Supervisors) understand clinical supervision model along with Individual Professional Development Plan need many resources. However, twenty percent participants disagreed on the opinion that they understand clinical supervision model along with Individual Professional Development Plan need many resources.

4.6.11 Supervisors' opinion about IPDP as a systematic process

According to the current study it is found that sixty percent Principals (Supervisors) understand clinical supervision model along with Individual Professional Development Plan is systematic. However, twenty percent participants disagreed on the opinion that clinical supervision model along with Individual Professional Development Plan is systematic.

4.6.12 Supervisors' opinion about requirement of documentation process for developing IPDP

According to the current study it is found that sixty percent Principals (Supervisors) disagreed that clinical supervision model along with Individual Professional Development Plan requires a lot of documentation. However, forty percent participants were neutral on the opinion clinical supervision model along with Individual Professional Development Plan requires a lot of documentation.

4.6.13 Supervisors' opinion about IPDP to adopt for PD of teachers of FDE

According to the current study it is found that hundred percent teachers (Supervisees) viewed that clinical supervision model along with Individual

Professional Development Plan is good to adopt for teachers in Federal Directorate of Education, Islamabad.

4.6.14 Interpretation: As developing individual professional development plan was based on the theory of Differentiated Supervision, the supervisors and supervisees collectively developed IPDPs of their participating teachers. They both worked under established mission of schools and aligned the performance goals and learning outcomes of students with the mission of school. Then, with extensive supervision, tracked the progress of teachers and involve teachers to reflect on their progress. That is why, after the intervention of CSM and IPDPs, the individual teachers were more open to discussion and critique on their performance which improved their overall targets given in their IPDPs.

4.7 Teachers' Opinion on Developing IPDP through CSM

Table 4.7.1

S #	Opinions of Supervisees	Agree	Neutral	Disagree	Cumulative
1	I understand the rationale and importance of Individual Professional Development Plan of Teachers and	4 (80%)	1 (20%)	0	100
2	I found professional development plan effective in professional development of teachers.	4 (80%)	1 (20%)	0	100
3	Now, I found clinical supervision model effective model that help teachers to achieve goals of their professional development plans.	4 (80 %)	1 (20%)	0	100
4	I learned clinical supervision model help teachers to focus on individual needs of teacher to deliver instructions using specific instructional strategies.	4 (80 %)	1 (20 %)	0	100
5	I believe evidence- based data gathered through clinical	4 (80 %)	1(20%)	0	100

	supervision model will improve to identify problem area and make SMART goal.				
6	I believe evidence-based data gathered through clinical supervision model will improve my classroom instructional strategies.	4 (80 %)	1 (20%)	0	100
7	As a teacher, I will know about my strength areas and weak areas in instructions and classroom practice through clinical supervision model easily and can incorporate in my professional development plan.	4(80 %)	1 (20%)	0	100
8	I understand that clinical supervision model support professional development plans of teachers in collegial manner.	4(80 %)	1 (20%)	0	100
9	I understand the process to track my own progress through their professional development plan.	4(80 %)	1 (20%)	0	100
10	Clinical supervision model along with Individual Professional Development Plan is time consuming.	1(20 %)	0	4(80%)	100
11	Clinical supervision model along with Individual Professional Development Plan is systematic.	4(80%)	1(20%)	0	100
12	Clinical supervision model along with Individual Professional Development Plan need many resources.	1(20%)	2(40%)	2(40%)	100
13	Clinical supervision model along with Individual Professional Development Plan requires a lot of documentation.	0	2(40%)	3(60%)	100
14	Clinical supervision model along with Individual Professional Development Plan is good to adopt for professional development of teachers in Federal Directorate of Education	5(100%)	0	0	100

4.7.1 Teachers' opinion on development and effectiveness of IPDP

According to the current study it is found that eighty percent teachers (Supervisees) understand the rationale and importance of Individual Professional Development Plan of Teachers. However, twenty percent participants were neutral on the opinion that they understand the rationale and importance of Individual Professional Development Plan of Teachers.

4.7.2 Teachers' opinion about IPDP as mean to address individual needs of teachers

According to the current study it is found that eighty percent Teachers (Supervisees) understand clinical supervision model is an effective model that help teachers to achieve goals of their professional development plans. However, twenty percent participants were neutral on the opinion that understand clinical supervision model is an effective model that help teachers to achieve goals of their professional development plans.

4.7.3 Teachers' opinion about IPDP as mean to achieve PD goals of teachers

According to the current study it is found that eighty percent Teachers (Supervisees) understand clinical supervision model is an effective model that helps teachers to achieve goals of their professional development plans. However, twenty percent participants were neutral on the opinion that understands clinical supervision model is an effective model that helps teachers to achieve goals of their professional development plans.

4.7.4 Teachers' opinion about IPDP as mean to address individual needs of teachers

According to the current study, it is found that eighty percent Principals (Supervisors) understand clinical supervision model along with professional development plan help teachers to focus on individual needs of teacher to deliver instructions using specific instructional strategies. However, twenty percent participants were neutral on the opinion that they understand clinical supervision model along with professional development plan help teachers to focus on individual needs of teacher to deliver instructions using specific instructional strategies.

4.7.5 Teachers' opinion about CSM and IPDP as mean to identify problem area in their teaching

According to the current study, it is found that eighty percent Teachers (Supervisees) believed that evidence- based data gathered through clinical supervision model will improve to identify problem area and make SMART goal. However, twenty percent participants were neutral on the opinion that they believed that evidence- based data gathered through clinical supervision model will improve to identify problem area and make SMART goal.

4.7.6 Teachers' opinion about IPDP is to make strategies to improve teaching

According to the current study, it is found that eighty percent teachers (Supervisees) believed that evidence- based data gathered through clinical supervision model will improve their classroom instructional strategies. However, twenty percent participants were neutral on the opinion that believed evidence- based data gathered through clinical supervision model will improve their classroom instructional strategies.

4.7.7 Teachers' opinion about IPDP to make strategies to improve teaching

According to the current study, it is found that eighty percent Teachers (Supervisees) as teachers, they will know about their strength areas and weak areas in instructions and classroom practice through clinical supervision model easily and can incorporate in my professional development plan. However, twenty percent participants were neutral on the opinion that understand as teachers, they will know about their strength areas and weak areas in instructions and classroom practice through clinical supervision model easily and can incorporate in my professional development plan.

4.7.8 Teachers' opinion about CSM as support to IPDP

According to the current study it is found that eighty percent Teachers (Supervisees) understand that clinical supervision model support professional development plans of teachers in collegial manner. However, twenty percent participants were neutral on the opinion that clinical supervision model support professional development plans of teachers in collegial manner.

4.7.9 Teachers' opinion about IPDP as mean to track their own progress

According to the current study it is found that eighty percent teachers (Supervisees) understand the process to track their own progress through their professional development plan. However, twenty percent participants were neutral on the opinion that understands the process to track their own progress through my professional development plan.

4.7.10 Teachers' opinion about time requirement for IPDP

According to the current study it is found that twenty percent teachers

(Supervisees) agreed that clinical supervision model along with Individual Professional Development Plan is time consuming. However, eighty percent participants were neutral on the opinion that clinical supervision model along with Individual Professional Development Plan is time consuming.

4.7.11 Teachers' opinion about requirement of resources for CSM and IPDP

According to the current study it is found that twenty percent teachers (Supervisees) understand clinical supervision model along with Individual Professional Development Plan need many resources. However, forty percent participants were neutral on the opinion that understands clinical supervision model along with Individual Professional Development Plan need many resources. Additionally, forty percent participants were neutral on the opinion that clinical supervision models along with Individual Professional Development Plan need many resources.

4.7.12 Teachers' opinion about IPDP as a process

According to the current study it is found that twenty percent teachers (Supervisees) agreed that clinical supervision model along with Individual Professional Development Plan is systematic. However, eighty percent participants were neutral on the opinion that clinical supervision model along with Individual Professional Development Plan systematic.

4.7.13 Teachers' opinion about requirement of resources for IPDP

According to the current study it is found that twenty percent teachers (Supervisees) agreed that clinical supervision model along with Individual Professional Development Plan requires a lot of documentation. However,

eighty percent participants disagreed that clinical supervision model along with Individual Professional Development Plan requires a lot of documentation.

4.7.14 Teachers' opinion about IPDP to adopt for PD of teachers of FDE

According to the current study it is found that hundred percent teachers (Supervisees) understand clinical supervision model along with Individual Professional Development Plan is good to adopt for professional development of teachers in Federal Directorate of Education, Islamabad.

4.7.15 Interpretation: As supervisees were guided individually on developing, and tracking their individual professional development plan. It relates to the theory of Differentiated Supervision in which the supervisors and the supervisees worked together to develop IPDPs of their participating teachers. As it was individualized guidance and both supervisors and supervisees worked on the need- based support from supervisors, and goals were set according to concerning areas identified in CSM, the plan was therefore, focused to individual teachers. Moreover, IPDPs were established according to the mission of schools and aligned the performance goals, and learning outcomes of students with the mission of school. Then, with extensive supervision, supervisors and the researcher tracked the progress of supervisees (teachers) and involved them to reflect on their progress. Consequently, majority of the teachers reflected that

CSM and IPDPs may be reflected in schools of Federal Directorate of Education, Islamabad. It was due the fact that after the intervention of CSM and IPDPs, the individual teachers were more open to discussion and critique on their performance which improved their overall targets given in their IPDPs.

Section 2

4.8 Data Analysis for Qualitative Portion

Thematic analysis was used for the analysis of qualitative data. In a thematic analysis of open-ended questions, similar patterns or themes are identified in responses of participants. This method further helps to organize data in qualitative analysis through themes with similar patterns (Vaismoradi, Jones, Turunen, & Snelgrove, 2016).

4.9 Challenges in adopting clinical supervision model to support professional development of teachers in Federal Directorate of Education, Islamabad

In the current study, almost five different themes were extracted from the responses of principals (supervisors) and teachers (supervisees) in terms of challenges in the adoption of CSM and IPDP for the PD of teachers. Thematic coding was done manually. The researcher read line by line the responses of the participants, and tagged various themes throughout the answers. Then similar themes were discussed under one code. The challenges compiled under similar themes are;

i. Administrative challenges ii. Academic challenges iii. Academic and Professional Qualification of Heads and Teachers
iv. Lack of Motivation
v. Time constraint

4.9.1 Administrative Challenges

The various challenges in adopting CSM and IPDP for teachers' supervision, PD, and evaluation extracted from the responses includes: i) maintaining a systematic and timely record of CSM, IPDP, and properly reporting for final evaluation, ii) sometimes, lack of follow- up collapse the project, iii) lack of

appropriate resources, iv) FDE must own it and cascade for the betterment of its teachers, and v) need for ideal environment.

4.9.2 Institutional Challenges

The various institutional challenges pointed out by both participating groups are; i) reluctance to adapt to new evaluation plan, ii) adherence to old methodology, and iii) need for ideal classroom strength.

4.9.3 Academic and Professional Qualification of Heads and Teachers

"The current status of teacher as well as head needs improvement in their qualification to understand implementation of clinical supervision models." And "people are different; heads must be trained to understand the individual differences among teachers and must address their needs according to improvement needed in their academics and professional life."

4.9.4 Lack of Motivation

There is general trend that "stereotyping stops people from adopting new programs," and there is also "general resistance to change and invention," so, this lack of motivation on the part of teachers and principals can be a challenge to adhere to CSM and IPDPs completely.

4.9.5 Time Constraint

Through intervention of CSM and developing of IPDPs, the participating principals and teachers has shown concern for availability of time for its proper implementation and adoption for teachers of FDE.

4.10 Possibilities for adopting clinical supervision model for professional development of teachers in Federal Directorate of Education, Islamabad

Table 4.10

Possibilities Stated by Teachers and Principals

S. No	Challenges /MAIN THEMES	Sub- Themes
1	ADMINISTRATIVE	• This model can bring a check and balance • Helps in Record keeping • Need for Regular follow up • Lack of appropriate resources • FDE must own it and cascade. • Needs ideal environment.
2	Skilled Teachers	• Teachers will improve their performance It may enhance teacher ***professional knowledge*** • ***Confidence building.*** • Need for ideal classroom strength • Teacher training on digital mode • Teacher will have a chance to overcome their weak areas.
3	Lesson Planning	• Teacher can better understand their weak areas • Teachers may focus Individual differences • The teachers can align their lessons,
4	Performance Appraisal of Teachers	• Self-evaluation increase. • Training of teachers on this model.

		• Start up from small scale. • Support from FDE & AEO Office. • Model should be part of ACR.
5	Motivation	• Increase motivation level of both teachers and students • Attitudinal change. • The continuous practice will bring overall betterment and progressive future innovation.
6	Student focused Planning	• Students based learning • Students will achieve better performance • Increase motivation level of students • Confidence building. • Achievement of SLO's • Provide better learning environment.
7	Coordination	• Better communication between teacher and students. • The teachers will cooperate with each other to do a better job.
8	Re-enforcement	• The re-enforcement of practices will eventually effect the education process positively.

4.11 Requirements suggested by Teachers (Supervisees) and Principals (Supervisors)

i. Both teachers and principals reflected that to implement CSM and IPDP there is need to have adequate administrative, academic, and financial resources in the schools of Federal Directorate of Education, Islamabad. ii. There should be discussion among all stakeholders to adopt CSM and IPDP for the supervision, professional development and evaluation of the teachers. Additionally, at the implementation stage of CSM and IPDPs, proper hands on training and practice must be provided to principals so they

can efficiently act as "supervisor". Moreover, focused and time- bound follow up must be scheduled for both administrators and teachers.

iii. Another key concerning area highlighted by majority of the participating teachers and principals was to have a "manageable classroom strength" in the schools of FDE particularly at primary level to implement, practice, and evaluate teachers on CSM and IPDP.

iv. Infrastructure, though, available in the schools of FDE but "availability of adequate space" for delivery of well-planned lesson embedded with activities is still a major constraint for CSM and IPDPs.

v. As far as administrative constraint is concerned, there is need to train school leaders on the aspect of supervision. Additionally, a centralized schedule must be given to entire set-up for timely observation, supervision, tracking the progress of the teachers and feedback before the summative / annual performance evaluation report of the teachers/ employees.

vi. One of the practice in the schools is to assign multiple subjects to a teacher even at middle and secondary level which major become a hinder in

producing teachers with sufficient subject knowledge. The practice of assigning multiple subjects to multiple grades must be ceased and "Subject specialist" should be hired to be supervised, assessed and evaluated on CSM and IPDPs.

vii. It is also suggested by participating groups that **Follow up** must be carried after first introduction to an intervention. Usually, it happens "whenever a new program is introduced, due to lack of follow-up, the program collapsed". Therefore, a scheduled follow-up must be practiced for effective operation of CSM and IPDP and related evaluation of the teachers.

viii. There should be Ownership from the management to adopt, cascade, implement, reflect, and respond to challenges timely for its proper implementation. In this way, "they will have check and balance in teaching profession." Therefore, FDE can adopt this method officially to improve teaching strategies."

ix. There should be appropriate allocation of financial resources for the implementation of CSM and IPDPs.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The current research study was carried out in public schools of Federal Directorate of Education, Islamabad. The purpose of this study was to explore the existing concept of teachers' supervision, evaluation, and professional development practices for primary school teachers. Moreover, the research study carried out to implement clinical supervision model to supervise teachers with the help of their respective school principals. Furthermore, after the intervention of clinical supervision model, the researcher also helped both principals and teachers to develop individual professional development plan of teachers with timeline and guided strategies to achieve the targeted goals for each teacher participated in the research study. The professional development plan underlies the idea of making targeted, focused, goal-oriented and individual evaluation. Therefore, to achieve the objectives of the research, five principals and five teachers from sector Tarnaul were randomly selected to participate in this exploratory study.

In this study, both principals and teachers participated as supervisors and supervisees respectively. The opinions of both participating groups were collected through three-point Likert scale. The participating groups: principals and teachers comprise all categories of age- group and professional experience that were; veteran, mid-career and newly practicing school leaders and teachers.

Both principals and teachers opined on the question of pre-existing concept of supervision and evaluation of teachers that teacher evaluation in Federal Directorate of

Education, Islamabad is an annual practice. The concept of supervision is non-existent as teacher evaluation is summative task done at the end of the year. The evaluation forms rarely mention the strength areas of teachers in classroom instructions in the evaluation forms nor does they address weak areas of teachers in teaching practice. However, teachers expressed their opinion that they want supervision from their principals on classroom instructions and teaching methodologies. Similarly, school principals also want to address the concerning areas of teaching process of their teachers. And majority of the school principals agreed that they want to provide support to their teachers in classroom instructions whenever they need. Almost sixty percent principals reported that they make written record of evaluation of teachers and share with them for their improvement. On contrary to this statement, sixty percent teachers negated this opinion that they get a written record of their evaluation of classroom practice which they use for their improvement in teaching.

Both groups of research participants agreed that they want to establish collegial relationship during evaluation and does understand the difference between evaluation and supervision. Thus, both groups believed that evaluation process of teachers must be diagnostic and formative in nature.

Additionally, evaluation is a confidential matter and teachers do not know about scale on which they are being assessed and evaluated particularly in classroom teaching. Before the intervention of clinical supervision model, both groups of principals and teachers expresses that they never heard about clinical supervision model for supervision of teachers. Therefore, the field area was good enough for the researcher to introduce implement and explore the views of principals and teachers on clinical supervision model. After a day, the researcher individually visited each school and introduced the concept of clinical supervision model to both participating

principals and teachers. After a week-long intervention, the principals and teachers came in the role of “The supervisors” and “The supervisees.” The opinions of both participating groups were again collected on three-point Likert scale. Majority of supervisors and supervisees found clinical supervision model an interesting and easy to implement model that can be used to provide continuous support to teachers for improvement in classroom teaching- learning process. Moreover, both supervisors and supervisees understood the importance of individualistic, planned, reflective and diagnostic nature of teacher evaluation after the implementation of clinical supervision model. Majority of participants from both groups found it innovative and creative supervisory method that can help to handle school operations easily. Supervisors expressed that clinical supervision model is a systematic model. Moreover, CSM (Clinical Supervision Model) helped them to provide support to their teachers on concerning areas of classroom instructions and appreciate their effective teaching methodologies.

From social aspect, both participatory groups enjoyed the collegial relationship they during the intervention. And also expressed that this intervention will resultantly help to bridge gap between administration and teachers. Moreover, majority of participating supervisors and supervisees appreciated the reflective approach used during intervention. Because, CSM was structured and four phased process, the continuous interaction between the supervisors and supervisees developed friendly relationship between them. On one hand, supervisees enjoyed being supervisors in their class for a longer time with positive gestures, whereas, on other hand, supervisors also enjoyed observing various teaching skills of teachers and spending time with students for longer span. The reflective approach and follow-up technique during CSM helped to provide constructive feedback to the teachers. Moreover, majority of participants

found that CSM is effective in boosting morale of the teachers during and after classroom teaching.

From administrative perspective, majority of supervisors and supervisees expressed that CSM helped them to track classroom data with meaningful patterns and measure progress of both teachers and students systematically. As far as, consumption of resources is concerned majority of participant (both supervisors and supervisees) disagreed that CSM requires a lot resources. Though, majority of supervisors agreed that CSM requires a lot of time for teacher's supervision but sixty percent teachers disagreed with this point of view. Similarly, sixty percent supervisors and supervisees expressed that CSM demands a lot of documentation from supervisors.

Concluding the implementation of CSM for teacher's supervision in schools of FDE, eighty percent principals agreed that CSM is effective model to adopt for teachers in Federal Directorate of Education, Islamabad. Whereas, hundred percent supervisees agreed that CSM is good to adopt for supervision of teachers in Federal Directorate of Education, Islamabad.

After getting opinion of supervisors and supervisees on CSM, the researcher then introduced the concept of Individual Professional Development Plan for teachers that were developed with the help of the researcher and the participating supervisors.

5.2 Findings

5.2.1 Existing concept of supervision and practice of teacher evaluation process

1. According to the research study eighty percent participants (both supervisors and supervisees) are of the view that supervision of teaching- learning process is almost non-existent.

2. Furthermore, eighty percent participants (both supervisors and supervisees) indicated that evaluation process is an annual, confidential process and neither inform teachers about strength areas of teachers in classroom teaching nor does identify concerning areas for teachers.
3. Moreover, the research study found that both teachers and principals have no exposure to Clinical Supervision Model (CSM) and Individual Professional Development Plan (IPDP).

5.2.3 Views of Participants on Clinical Supervision Model (CSM) after intervention

1. Regarding CSM, it is found through research study that eighty percent participants (both supervisors and supervisees) agreed that CSM is an interesting and innovative model for teachers' evaluation and it may be adopted by FDE for the PD of its teachers.
2. Furthermore, it is also found that eighty percent participants expressed that CSM is diagnostic in nature and help teachers to identify concerning areas in classroom teaching. Moreover, CSM also help to track the progress of teachers in their teaching process and hence, support them to improve student's performance.

5.2.3 Views of participants on Individual Professional Development Plan (IPDP) after intervention

1. It is found that hundred percent supervisors and supervisees understood the concept and rationale of developing, and utilizing individual professional development plan for effective professional performance of teachers.

2. It is found that CSM along with IPDP helped eighty percent teachers to focus on individual needs of teachers to teach using specific need-based instructional strategies.
3. It is also found that CSM along with IPDP is an effective model that supported teachers to achieve their teaching goals targeted in IPDPs.
4. It is found that CSM along with IPDP provided evidence- based data that identified problem area in classroom teaching of participating teacher. Moreover, the data gathered through intervention of CSM and IPDP clarified teachers on making SMART teaching learning goals.
5. It is noticed that evidence- based data gathered through intervention of CSM and IPDPs improved classroom instructional strategies of the participating teachers.
6. It is found that both supervisors and supervisees know about strength areas and weak areas of supervisees in teaching and classroom practice through CSM easily and can incorporate remedial teaching strategies in the IPDPs of the teachers.
7. It is found that IPDPs can be built on CSM in systematic manner.
8. It is found that IPDPs can be built on CSM in collegial way.
9. It is found that progress of supervisees can be tracked through CSM and IPDP and can be evaluated easily.
10. It is found that CSM and IPDPs though systematic but requires documentation and time for implementation.
11. On the use of resources contrary opinion was recorded. At the first phase of CSM implementation, participants stated that CSM requires a lot of resources whereas in the later stage of intervention, after IPDPs,

participants negated that the process of CSM and IPDP requires many resources.

5.2.4 Impact of CSM and IPDP –qualitative

5.2.4.1 Administrative Impact

1. CSM and IPDP may bring a check and balance in teacher evaluation process. Because Clinical Supervision Model is a systematic process and Individual Professional Development Plans further streamlines the teachers' professional learning. So, these two process provides organized teacher evaluation by the end of these two processes.
2. CSM and IPDP helps in maintaining record in way that every stage is followed with proper planning, discussion, and reflection. Which helps to keep methodical record of teachers' supervision and evaluation process.

5.2.4.2 Impact on Teachers' Performance

1. Teachers will improve their performance in teaching. Because, teachers are involved in the process of observation. So, they are reflective, self-evaluative, and focused towards their goals and design strategies to address targets in an academic year both for themselves and for their students.
2. CSM and IPDP may help teachers to enhance their professional knowledge.
3. Teachers will improve their lesson planning. The first stage of clinical supervision is well planned and hence help teachers to improve lesson planning.

Teachers may chance to overcome their weak areas. The identification of strength and weak areas during the observation and post- observation conference mirrors more clear picture to teachers to address their concerning areas in teaching and classroom practices.

4. Motivation level may increase. When teachers are involved in their own observation and learning process and develop their professional development plans, this results in better understanding of their progress and more confident about their intervention within a specific time frame.
5. Self- confidence of teachers will bring leadership orientation among teachers and they will become owner of their performance and progress.

5.2.4.3 Improvement in Performance Appraisal of Teachers

1. Self- evaluation will be maintained, consequently, the reflective nature of CSM and IPDP will bring positive change in teacher evaluation process in FDE.
2. The continuous professional development approach of CSM and IPDP will overall benefit teacher's training and administrative system as well.

5.2.4.4 Impact on Students

1. Student based learning. Clinical Supervision Model and Individual Professional Development Plan fosters student based learning. As teachers' professional development focused student

learning outcomes, supervisors and supervisees plan strategies which can best fit students learning.

2. Students will achieve better results. According to the current study, when students' performance is measured in terms of data, it will show the learning stage of each student, hence, students' results can be improved when individual problems addressed systematically and their progress is tracked periodically.
3. Increase motivation level of students. As observation in CSM follows all aspect of classroom observation, and bridges gap between school administration and teachers, this consequently improves the mental health of students and the vision of school and the teachers can be seen reflected among students. So, certainly, this enhances motivation level of students.
4. CSM and IPDP fosters confidence building among students. Linked to motivation level, the students are observed confident when targeted instruction are given to students under the professional development plan of teachers.
5. As lessons are well planned before actual observation of class and a pre-conference is held, this help to focus on achievement of Student Learning Outcomes (SLOs)
6. Clinical supervision supports conducive teaching- learning environment by building collegial relationship among school administration and teachers.

5.2.4.5 Impact on Coordination

1. Effective communication: teacher to student, student to teacher, and student to student.
2. Cooperation among administration and teachers will improve. It will be more collegial, cooperative, and trustworthy.

5.2.5 Implications of adopting CSM and IPDP for FDE: Barriers, and Suggestions

According to the research study, to adopt CSM and IPDP for teachers

5.2.5.1 Barriers/ Challenges

5.2.5.1.1 Administrative

a) **Lack of resources:** As there are lack of appropriate physical and financial resources in adopting or practicing clinical supervision and working individually of professional development plans of teachers, this model may be more challenging for the school administrators. Additionally, the responsibilities of principals in managerial capacities are sometimes overwhelming which may cause hindrance to implement CSM properly unless proper time is allocated for CSM and IPDPs.

b) **Lack of training facilities:** To implement clinical supervision model and to practice individual professional development plan, there has to have proper training for principals and teachers to understand the stages of clinical supervision.

c) Need to be adopted and cascaded by FDE. Clinical supervision cannot be followed by individual schools, therefore, this model needs to be adopted and cascaded by Federal Directorate of Education, Islamabad.

d) Needs better administrative environment

5.2.5.1.2 Academic Challenges

a) Reluctance among all stakeholders to adopt new evaluation plan

b) Adherence to old methodologies and techniques

c) Need for ideal classroom strength

5.2.5.1.3 Academic and Professional Qualification of Heads and Teachers

a) Current status of teachers as well as heads need improvement in their qualification to understand implementation of CSM and IPDPs.

b) Heads need to understand individual differences of teachers to implement CSM and IPDP.

5.2.5.1.4 Lack of Motivation

a) There is lack of motivation on the part of teachers and principals for new projects and interventions.

b) Moreover, it is observed that there is general resistance to change and innovation from teachers and administration.

5.2.5.1.5 Time constraint

a) CSM and IPDP is a lengthy process and requires a lot of time.

5.2.5.3 Suggestions

a) **Adequate resources:** To imply clinical supervision and work on professional development plans of teachers, there has to have adequate physical and financial resources, so these may be practiced with ease.

b) **Discussion and Practice:** There may be discussion among various stakeholders of Federal Directorate of Education, Islamabad whether to implement CSM and IPDP or not. How CSM and IPDP may be implemented? What resources needs to be utilized for CSM and IPDP? How much time may be allocated for CSM and IPDP? When may be CSM or IPDP observed: monthly, quarterly or twice in an academic year?

c) **Manageable strength:** The classrooms of FDE are often over-crowded, to practice CSM and IPDP, there may be manageable strength in classrooms.

d) **Need for Subject specialist:** To evaluate teachers on supervision embedded professional development approach, it necessary to assign timetable to teachers according to their educational qualification and subject based expertise.

e) **Follow – up**: Often interventions in FDE cannot reach to maturation due to lack of resources or follow- up. Therefore, there is need to maintain proper follow-up or monitoring mechanism for CSM and IPDP to make them a successful practice.

f) **Ownership of management:** When top management decides to start CSM and IPDP, it may own this supervision process and track the performance of administrators and teachers to practice CSM and IPDP in its true letter and spirit. And FDE may adopt this method officially to

improve teaching strategy. Moreover, there may be consensus among stakeholders to adopt CSM and IPDP.

g) **Allocation of adequate financial resources:** As CSM and IPDP requires a lot of documentation either principals and teachers be trained to do e- record of entire CSM and IPDP process or in case of manual record, FDE may provide adequate financial resources to avoid any delay during CSM and IPDP.

h) **Proper Monitoring of the CSM and IPDP:** FDE through proper monitoring mechanism may improve teaching profession.

5. 3 Discussion

The current study revealed that the supervision of teaching- learning process is at about non-existent stage. Evaluation process takes place as an annual, confidential process. In contrast the study conducted by Watkins (2021) indicated that supervision is faceto-face interaction between the supervisor and the teacher. Khaef Kriminia (2021) in favor of free to expression of teachers opinion to supervisors in post –observation meetings which might be viewed as a valuable source of information and experience. CSM and IPDP may bring a check and balance in teacher evaluation process and CSM and IPDP helps in maintaining record. It is also supported by Saeed (2019) school administrators, principals and academic coordinators need to be familiar with the best practices of instructional supervision, they need be exposed to a variety of instructional practices. The survey also found that the administrators and instructors at APS & Cs provided comparable feedback on the process of instructional supervision at their institution. Both administrators and teachers agreed that the principals should visit classrooms often, observe teachers' punctuality, keep an eye on their methods and lesson plans, and assess their subject-matter expertise and resourcefulness. The instructional

supervision procedure is occasionally followed by the instructors and principals of FGEIs, nevertheless.

Moreover, according to a report, principals must make use of the resources offered by the school and give provide teachers with various resources that can enrich teaching and learning processes with best practices and learning outcomes. The research's conclusion about instructional supervision procedures is that conferences are commonly held by supervisors after visits. Additionally, instructors no longer expect their managers to provide them comments on their strengths and flaws. Therefore, it is determined that instructional supervisors are less competent in their roles. The study's findings also showed that teachers and principals in APS & Cs often communicated the school mission, included teachers, gave feedback, encouraged teachers, had meetings to discuss problems, held follow-up sessions, and gave teachers chances for professional growth. not promptly and effectively.

Another study finding implies that assuming a supervisory position can have a significant impact on supervisors' teaching careers. Face-to-face encounters with a range of instructors using various pedagogical approaches and methods provide them a fantastic opportunity to hone their own teaching viewpoints and philosophy (Babo & Syamsuddin, 2022).

Khaef and Karimnia (2021) reported that an important conclusion from the study's findings is that the introduction of CSM may have an impact on the supervisors' educational perspectives and viewpoints in daily life as well. The cooperative character of CSM makes the customary stress of teachers and administrators would be calmed down. As a result, instructors might divulge there in the post-observation meetings with

supervisors without restriction, which might be viewed as a useful source of information and experience.

It is also revealed that supervision neither informed teachers about strength areas of teachers in classroom teaching nor does identify concerning areas for teachers. On the other hand, Williams (2007) indicated a use of participative and mutual sharing strategy instead of a revealing, directing telling and fault finding approach. Finding teachers' areas of weakness and offering suitable solutions to address them is one of the principals' key tasks. The study concludes that the principals employed a variety of strategies, including meetings, fostering interpersonal relationships, giving advice and feedback, inspiring self-evaluation, setting up follow-up sessions until the weak area has recovered, and planning various seminars and training sessions (Ghavifekr, Husain, Rosden, & Hamat, 2019). This will aid in the instructors' professional development and help to ensure the quality of education and the improvement of student learning (Saeed, 2019).

The current study demonstrates that CSM is interesting innovative model for teacher’s evaluation. It is diagnostic in nature and help teachers to identify concerning areas in classroom teaching. Moreover, also help to track their progress. The study by Glickman et al. (2014) also indicated that the fundamental objective of supervision is to support teachers in improving the teaching and learning process in the classroom.

Study revealed that supervisors and supervisees understood the concept rationale of developing, and utilizing individual professional development plan for effective professional performance of teachers. This study evidenced that CSM with IPDP support teacher to focus on individual need to teach by using specific need-based instructional strategies. It is also can be seen that CSM help teachers to achieve their teaching goals targeted in IPDPs Similarly the study conducted by Kayikci, Yilmaz

and Sahin (2017) support the results of this study that CSM enhanced individual instructional necessitates and interactions with teachers in the classroom.

It is found that both supervisors and supervisees know about strength areas and weak areas of supervisees in teaching and classroom practice through CSM easily and can incorporate remedial teaching strategies in the IPDPs of the teachers. The study also indicated that progress of supervisees can be tracked through CSM and IPDP easily. Similarly the Glickman et al., (2014) and McGhee and Stark (2018) indicated that CSM have different stages i.e. analysis of observation and strategies to cope with the problems. Another study by Babo and Syamsuddin (2022) shows different stages as planning, initial meeting, implementation, and feedback meetings as a part of CSM.

CSM and IPDP may help teachers to enhance their professional knowledge. Teachers may chance to overcome their weak areas. The professional development approach of CSM and IPDP will benefit teacher's training and administrative system. Similarly the study by Rugaiyah, Kustandi, Rahmawati and Fadhillah (2021) indicated that the outcomes of coaching through clinical supervision are more effective and efficient for teacher professional development.

Study also revealed that student CSM etc enhanced student based learning. Students can achieve better results and teachers can achievement their SLOs. It can provide better teaching- learning environment. Similarly the studies conducted by Glickman et al. (2014) and Rahmat, Badu, and Djibu (2020) show that CSM etc. serves the same purpose of lifelong learning. Another study also identified that to solve a problem, finish a task, or develop a project, a group of students or teachers will work together in a collaborative learning environment.

Clinical supervision is based on the idea that a structured procedure of collaboration between a teacher and supervisor might enhance instruction. And provide

better teaching- learning environment. It also illustrates ideas of collegiality, cooperation, help, and enhancement of education. Collaboration over inspectional, fault-finding monitoring was emphasized in clinical supervision. The instructor is viewed as the subject-matter expert in the classroom, having knowledge of the pupils' academic experiences. Therefore, it is crucial for the instructor to participate actively, take responsibility for the formulation of the clinical supervision objectives, and be able to express any problems. Educational oversight (Bourgeois, 2006).

Moreover, according to this report, principals need to use the resources offered by the school and give provide teachers with various resources that can enrich teaching and learning processes with best practices and learning outcomes. The research's conclusion about instructional supervision procedures is that conferences are commonly held by supervisors after visits. Additionally, instructors no longer expect their managers to provide them comments on their strengths and flaws. Therefore, it is determined that instructional supervisors are less competent in their roles. The study's findings also showed that teachers and principals in APS & Cs often communicated the school mission, included teachers, gave feedback, encouraged teachers, had meetings to discuss problems, held follow-up sessions, and gave teachers chances for professional growth not promptly and effectively.

According to the current study by implementing the CSM teachers will improve their performance in teaching in the schools of FDE. CSM and IPDP may help teachers to enhance their professional knowledge. Teachers will improve their lesson planning. Teachers may chance to overcome their weak areas (Musundire & Dreyer, 2019). Motivation level may increase, and Self- confidence of teachers will bring leadership orientation among teachers, and they will become owner of their performance and progress as mentions in Marashi, & Bani-Ardalani (2017) that CSM engages

supervisors in collaborative relationship, and hence ensures professional growth of teachers. The same results were shown according to the results of a study, that principals' staff development supervision procedures have a considerable positive impact on teachers' growth and job performance in both male and female primary schools. Because staff development strategies may improve teachers' job performance and professional development, administrators and other key stakeholders should pay close attention to them. They ought to place a greater emphasis on staff development techniques to prepare teachers for attaining the overarching objectives of schools. (Yousaf, Usman & Islam, 2018).

Furthermore, two conclusions can be drawn from the findings of the research that has been presented, namely: First, the principal needs to develop a clinical supervision model, in which the stages of category planning, category observation, category evaluation, and category feedback are all crucial in order to increase teacher professionalism. Second, the planning stage, observation stages, and assessment and feedback stages of establishing the clinical supervision model that the principal needs can boost teachers' professionalism. (Bachtiar, Wahira & Nurochmah, 2019).

Moreover, according to the finding of this study, self- evaluation will be maintained, consequently, the reflective nature of CSM and IPDP will bring positive change in teacher evaluation process in FDE. The continuous professional development approach of CSM and IPDP will overall benefit teacher’s training and administrative system as well. Another study mentioned that Heads can help teachers become more assured, reflective decision-makers in their own classrooms by continuing to investigate the use of developmental supervision, the clinical cycle, and language strategies that support teacher innovation (Glickman et al., 2014; McGhee, & Stark, 2018). Another finding of this study was Student based learning, Students will

achieve better results, increase motivation level of students, Confidence building, Achievement of SLOs teachers ought to be seen as co-creators of their understanding of teaching and learning.

The study concluded that there will be an Effective communication between teacher to student, student to teacher, and student to student and Cooperation among administration and teachers will improve. It will be more collegial, cooperative, and trustworthy. This finding was supported by a study where it showed that the instructional supervision stressed that a successful principal needed to be able to support teachers professionally and foster a supportive learning environment in addition to possessing the necessary knowledge, skills, and abilities. The study concludes that the supervisor must foster a friendly environment that can help the teachers gain confidence so they can share and discuss their issues and strengthen their weak areas.

As a result, school administrators must enhance their instructional monitoring methods if they are to make the critical recommendations for improving curriculum and instruction (Danquah, 2017). By treating them with trust and respect and cooperating with them in a collegial manner, instructional supervisors should be aware of where the teacher is in his or her job and what he or she is doing. School administrators should frequently provide instructors with efficient access to professional resources so that they may successfully manage their teaching jobs and activities. When assessing instructors, instructional supervisors should utilize the evaluation as a tool for learning from different data and information sources. To assist teachers, comprehend and be motivated to reach their professional goals, school administrators should engage them in the decision-making process, planning, and development of curriculum and instruction. When visiting a classroom, school administrators should discuss the usage

of a standard instrument and procedure for obtaining data with the instructors. They should also pay attention to how the teachers explain or interpret their classroom conduct during the post-conference. To guarantee effective supervision of education, there should be training and retraining programs for school administrators and instructors in the form of workshops that enlighten and direct them about the most recent techniques in their sector. (Ramos & Bueno, 2019)

The current study also found that CSM provides evidence- based data from classroom teaching which is proved by (Borders, 2019). Moreover, one of the theme emerged that for implementation of CSM in FDE it is necessary to improve the qualification of both principals and teachers, it is proved by Khaef and Karimnia
(2021) that collaborative nature of CSM helps to foster qualifications of supervisors.

5.3.1 Connecting links between Supervision, Professional Development, and Evaluation

According to Babo and Syamsuddin (2022), clinical supervision helps in professional understanding as,

> "Through clinical supervision techniques that are individual and group in nature can help teachers identify deficiencies and weaknesses that occur during the learning process. From these weaknesses and shortcomings, the principal and the teacher are looking for solutions in order to improve learning."

Marwati, Wldan and Baehaqi (2019), and Musundire and Dreyer (2019). also supports the view that clinical supervision enhances capacity of teachers in terms of designing instructional and assessment techniques. Moreover, face-to-face interactions between supervisor and supervisee in clinical supervision helps in professional development of teacher as CSM focuses observations during classroom teaching (Watkins Jr., 2021, Borders, 2019), hence, it develops links between Supervision and Professional

Development of Teachers (Hoque, Bt Kenayathulla, Subramaniam, & Islam, 2020). Previously, Holland and Adam (2002) observed that formative evaluation processes based on "teacher-developed Professional Development Plans (PDPs) that initiates reflection, creativity, collaboration, and inquiry relates to "professionalized view of teaching" increases trust between administration and teachers. Therefore, CSM has positive influence on professional competence of teachers (Veloo, Komuji, & Khalid, 2013). Moreover, teacher evaluation should be based on supervision replacing inspection (Kayıkçı, Yılmaz, Şahin, 2017) because the relationship of trust among principals and teachers improve overall performance of school operations (Hallam, Smith, Hite, Hite & Wilcox, 2015) Furthermore, supervisors must be trained for building trust among teachers and between principal and teachers (Hallam et al., 2015) and hence trained for clinical supervision model (Kayıkçı, Yılmaz, Şahin, 2017).

Marshall (2005) expressed that,

> "But the essence of what I'm recommending is a shift away from a process owned by the principal, in which most of the energy goes into evaluating individual lessons, to a more dynamic, informal process owned by teacher teams. To make this happen, we need to shift:"
>
> - "From periodically evaluating teaching to continuously analyzing learning;
> - From inspecting teachers one by one to energizing the work of teacher teams;
> - From evaluating individual lessons to supervising curriculum units…..
> - From year-end judgements to continuous suggestions and reflections;
> - From comprehensive, written evaluation to focused, face-to-face feedback"
>
> (Marshall , 2005)

5.4 Conclusion

It is concluded from this research study that supervision of teachers is an area in schools of FDE arena particularly at primary level that needs to be revised in terms of diagnostic supervision. Both principals and teachers does support the view that principals may provide supervision to teachers during classroom teaching with diagnostic purpose. Principals should objectively pen down the strength areas and flaws in the teaching process of their teachers, help them identify problem area in their teaching and classroom teaching and keep a record of their performance. Participating principals and teachers strongly recommended CSM because it is systematic process and throughout the academic year the performance of teachers are tracked in a cyclical manner. CSM is also a reflective process and teachers reflect on their own performance during supervision, therefore, it may be utilized for supervision and evaluation of teachers in FDE. Moreover, evaluation may not be stand-alone process rather before implementation of any evaluative process proper supervision must be provided to teachers. Thus, building summative evaluation on formative aspect and must be properly recorded. Furthermore, this recorded formative report of teacher supervision and evaluation process must be shared with teachers and so, they can track their progress throughout the academic year.

Similarly, principals and teachers also supported the idea of Individual Professional Development Plan for the teachers of Federal Directorate of Education, Islamabad. As, IPDP helped them to track their own progress based on targeted goal for identified problem area. Moreover, IPDP also kept them updated on their progress which also facilitated the principals (participating supervisors). As IPDP was mutually developed by supervisors and supervisees, it increased the understanding level between

supervisors and supervisees, consequently, ended up developing collegial relationship between them.

Though, there are some challenges highlighted by both participating groups such as; lack of appropriate resources, adherence to old policies, lack appropriate training resources, and allocation of time slots for observations, feedback, reflection, and revision of plans and goals, however, both groups strongly recommends both CSM and IPDP for teachers in the schools of FDE.

5.5 Recommendations

Following recommendations are made based on this research study which are listed objective wise.

5.5.1 Objective 1: To assess the usability of Clinical Supervision Model in schools of FDE

Recommendations:

1. Based on this research study, it is suggested that CSM may be used as a diagnostic model to supervise and provide effective feedback to the teachers of Federal Directorate of Education, Islamabad.
2. As CSM is a reflective and self-evaluating model for teachers, it may be utilized by administrators of Federal Directorate of Education to engage teachers in a process to assess their own performance and consequently, modify their teaching practices according to the needs of their set goals.

5.5.2 Objective 2: To examine the concept of individual professional development plan in schools of FDE

Recommendations:

1. For better professional development of teachers, teachers and principals may take the help of CSM to identify problem area of teaching process. Then, incorporate the goals in their PD trainings. In this way, trainings, workshops, and seminars organized for PD may be planned more focused, need based, supported with evidence- based data, informed, and can be revised when required.

5.5.3 Objective 3: To assess the effectiveness of clinical supervision model and individual professional development plan for teachers in Federal Directorate of Education, Islamabad

1. It is recommended that school leaders may adopt clinical supervision model and Individual Professional Development Plan for teachers that enable them to be owner of their own PD and make targets. Then select workable strategies for their targeted goals to track their own performance.

5.5.4 Objective 4: To investigate the challenges in adopting Clinical Supervision Model in FDE

To address the challenges in adopting CSM and IPDP in Federal Directorate of Education, following suggestions are made;

1. The major challenge highlighted by the participants was the need of agreement from FDE higher management and endorsement that CSM and IPDP may be utilized for professional development support to the teachers. To overcome this problem, the researcher will present CSM model to Research and Development wing and Academic wing in FDE and explain its effectiveness to provide supervisory support to teachers through CSM.
2. To address the training needs for CSM and IPDP, a proper training module and follow-up may also be outlined by FDE.

5.5.5 Objective 5: To evaluate the possibilities in adopting clinical supervision model for the professional development of teachers in FDE

Recommendations

1. The current study revealed that though CSM and IPDP may be utilized for professional development of teachers, however, it is suggested that principals may be trained to use CSM in their routine administrative life to use CSM as supervisory and evaluative model.
2. It also recommended by the study that CSM and IPDP may be adopted by Ministry of Education and Professional Training (MoEPT) as a policy document, thus for its proper implementation and provision of adequate resources to use CSM.
3. Further, it is recommended that Federal Directorate of Education may develop such mechanism based on their context such as; availability of resources, time, number of teachers, educational level of teachers, and pedagogical skills of teachers to effectively use CSM for transformative supervision of teachers.
4. Both MoEPT and FDE Schools may take measures to change mechanism of evaluation of teachers to supervision of teachers that is also outlined in policy framework stating,

> "All teachers shall have opportunities for professional development through a programme organised on a three-year cyclic basis. Progress in career shall be linked to such professional development" (Ministry of Education, 2009a, p. 38)

5.The role of principals may be enhanced as supervisors for their teachers.

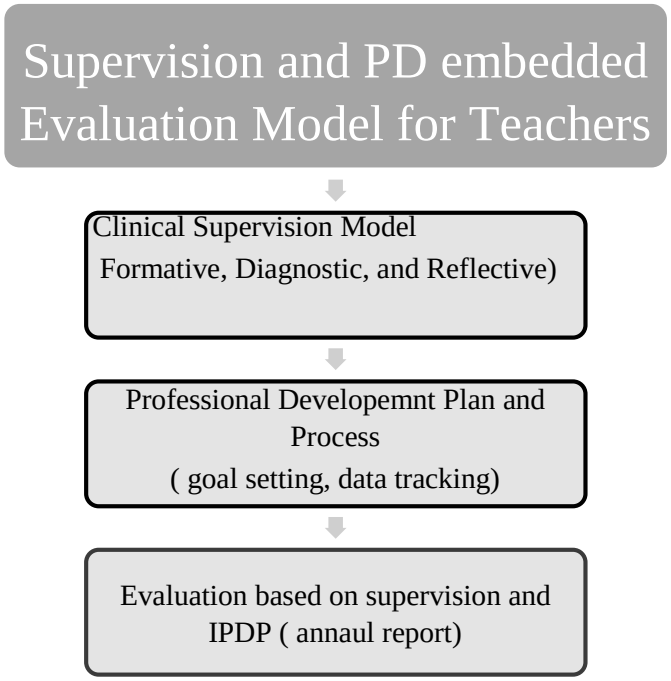
5.5.6 Objective 6: To propose a supervision embedded evaluation model that also serves the purpose of providing continuous support to teachers.

On the basis of the study, it is found that there are few elements that needs to be addressed before making final evaluation report of teachers. It is human element that humans keep on learning new knowledge and skills, it is therefore necessary to supervise teachers and make their IPDPs before submitting their professional performance reports.

5.6 Proposed Model: Supervision Embedded Evaluation Model for Teachers

The suggested model based on this research study comprises 3 basic steps that are;
Figure 5.1

Proposed Model: Supervision and PD Embedded Evaluation Model for Teachers



1. Use of Clinical Supervision Model for supervision of teachers
2. Developing Professional Development Plans
3. Evaluation based on supervision and IPDPs

Step 1. Use of Clinical Supervision Model for supervision of teachers (used every quarter)

i. April- May (Formative) ii.

August- September (Formative)

iii. December- January (Formative)

iv. March – April (Annual)

Name of School_____

Pre- Observation Form for Teachers

Academic Session_____ Date _____

School _____ Sector_____

Name of Supervisee_____ Supervisor _____

Class _____ Strength_____ Subject _____ Period_____

S. No	Question	Response of the teacher
1	Which class are you teaching? Tell about its demographic detail.	
2	Which unit are you teaching?	
3	Name teaching aids if you are using any.	
4	What is the problem area in the lesson? How are you going to handle that concerning area?	
5	Is there any concerning area in the class? • Infrastructure • Availability of appropriate resources How are you going to address particular problem factor?	
6	Do you need any support from school administration for teaching?	
7	Any other related question before observation.	

Supervisee's (Teacher) Signature _____ Date : _____

Supervisor's (Principal/ Evaluator's) Signature _____Date : _____

Teacher Classroom Observation Form

The teacher observation form is developed on Quality Standards for Teachers of Pakistan (2017). A copy of this observation form will be given to the teacher as it will be used in post observation conference.

Name of School_____

Observation Form for Teachers

Academic Session_____ Date _____

School _____ Sector_____

Name of Supervisee_____ Supervisor _____

Class _____Strength_____ Subject _____ Period_____

Standards	Sub- Standards	Performance evidences in following areas.
Standard 1 **Subject Matter** **Knowledge**	• Key concept of the discipline • Understanding of National Curriculum • Have command on tools of inquiry • Can make and implement daily lesson plan	• Teacher explained the lesson with content knowledge better than required subject knowledge • Teacher explained the lesson with appropriate content knowledge required for subject knowledge • Teacher explained the lesson with content knowledge below than required subject knowledge

Standard 2: **Human Growth** **and** **Development**	Teacher understands the context of; • **School** • **Families** • **communities** (p.24)	• Teacher provided enough opportunities to students for their academic progress, emotional support, and intellectual growth. • Teacher provided few opportunities to students for their academic progress, emotional support, and intellectual growth. • Teacher could not provide enough opportunities to students for their academic progress, emotional support, and intellectual growth.
Standard 3: **Islamic values** **and social skills**	• Teachers has knowledge of Islamic ethical values and practices • Promote national integrity and international peace.	• Teacher provided enough opportunities to students to promote national and global peace, unity and make social adjustments • Teacher provided few opportunities to students to promote national and global peace, unity and make social adjustments • Teacher could not provide opportunities to students that promote national and global peace, unity and make social adjustments.
Standard 4: **Instructional** **Planning and** **Strategies**	Teachers understands • Need of instructional planning • Use of short and long term goals • Promoting critical thinking • Use of problem solving skills • Use of performance skills	• Teacher had better instructional planning and used better instructional strategies than the required level of instructional planning and use of instructional strategies • Teacher did appropriate instructional planning and used appropriate instructional strategies for the required level of instructional planning

	(p.25)	and use of instructional strategies • Teacher had better instructional planning and used better instructional strategies than the required level of instructional planning and use of instructional strategies
Standard 5: Assessment	Teachers uses • Multiple assessment strategies • Evaluate students on formative and summative techniques (p.26)	• Teacher used multiple assessment strategies • Teacher used appropriate assessment strategies • Teacher used below average / unaligned assessment strategies
Standard 6: Learning Environment	Teacher is capable of; • Creating supportive and respectful learning environment • Promote social interaction • Promotes engaged learning • Increase self-motivation of students (p.27)	• Teacher provided conducive learning environment • Teacher hardly manage to provide conducive learning environment Disturbing learning environment
Standard 7: Effective Communication and Use of ICT during teaching	Teachers uses • Variety of communication skills	• Teacher excellently manages classroom interaction between teacher and students. • Teacher has average control on classroom interaction between teacher and students. • Teacher failed to maintain classroom

learning process		interaction between teacher and students.
	Use of ICT in classroom instructions, teaching and assessment .(p.28)	• Teacher used updated instructional technology • Teacher used appropriate instructional technology • Teacher used poor/ no instructional technology

Supervisees's Signature: Supervisor's Signature

Date:_____

Name of School_____
Post- Observation Conference Form for Teachers
Academic Session_____ Date _____
School _____Sector_____
Name of Supervisee_____Supervisor _____
Class _____Strength_____Subject _____ Period_____

S. No	Question	Response of the teacher
1	What is your point of view on your lesson delivery? Do you think you have covered all the content you planned in your lesson?	
2	Do you think your instructional activities were appropriate according to requirement of your subject?	
3	Were your students engaged in your class? To what extent you are satisfied with the response from your students?	
4	Have you addressed the problem area in the lesson you mentioned earlier? How are you going to handle that concerning area?	
5	How did you address the concerning area in the class? • Infrastructure • Availability of appropriate resources • Class strength (No. of Students)	

Area of Teachers' Strength during Classroom teaching Process

Area of Teacher's Strength during Classroom Teaching Process:	**Indicator**	**Goal**
Subject Matter Knowledge	• Teacher explained the lesson with content knowledge better than required subject knowledge • Teacher explained the lesson with appropriate content knowledge required for subject knowledge • Teacher explained the lesson with content knowledge below than required subject knowledge	**For Example**: I will enhance my subject knowledge for the next quarter
Instructional Planning and strategies	• Teacher had better instructional planning and used better instructional strategies than the required level of instructional planning and use of instructional strategies • Teacher did appropriate instructional planning and used appropriate instructional strategies for the required level of instructional planning and use of instructional strategies • Teacher had better instructional planning and used better instructional strategies than the required level of instructional planning and use of instructional strategies	For Example: No goal , if a teacher has used better instructional planning and strategies

Human Growth and Development	• Teacher provided opportunities that support their intellectual, social, emotional and physical development	---do----
Maintenance of Ethical Values	• Teacher provided opportunities to students that national and global peace, unity and social adjustment	---do----
Assessment	• Teacher used multiple assessment strategies • Teacher used appropriate assessment strategies • Teacher used below average / unaligned assessment strategies	---do----
Learning Environment	• Teacher provided conducive learning environment • Teacher hardly manage to provide conducive learning environment • Disturbing learning environment	---do----
Communication Skills	• Teacher excellently maintained communication between teacher and student, and student to student. • Teacher had average control on communication between teacher and student, and student to student. • Teacher failed to maintain communication between teacher and student, and student to student.	---do----
Use of Instructional Technology	• Teacher used updated instructional technology • Teacher used appropriate instructional technology • Teacher used poor/ no instructional technology	---do----

Supervisee's Signature _____Date : _____

Supervisor's Signature _____ Date : _____

STEP 2: INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN FOR TEACHERS (To be built on Post- Observation Conference goals)

State your Vision as a Teacher

Example : To be a globally competent teacher and able to promote diversity in my classrooms

_____

Describe the setting of your school

(Population, socio-economic status)_____

Urban/ Rural Islamabad

_____

Any specific need of the school regarding students_____

Identify your Strength Areas as Teachers

_____

_____

____

Your Professional Goals (Your Struggling Areas)(Note: These are just examples, a teacher may choose one or two of these strategies, however, focus on their personal needs)

	Goal 1 **Classroom level**	**Goal 2** **International Trends**	**Goal 3** **Intra-school**	**Goal 4** **On Campus**	**Goal 5** **Community**
(What) State Specific Goal	To make data informed decision in classrooms	To use blended learning techniques	To develop cooperative and collegial relationship with my colleagues	To develop abilities to manage my assigned charges	To develop positive relationship with communities
WHY (How this goal will improve your	Making data informed decision will help me to identify various				

professional skills)	intellectual levels of students and I will manage to tailor my teaching skills that covers address mental, and emotional needs of all students in my class.				
(HOW) Strategy to achieve your professional goal	• Plan formative tests • Make excel sheets for each class • Identify various level of students • Plan instructio ns according • Make small groups for slow learners • Make their individual plans • Involve their parents • Track progress				
(When) Duration	Aug – Oct 2023				

Outcome measures	I will an organized data to make correct decisions (in the forms of graphs)				

Track your Progress every 3 months

REFLECT : How well you have ACHIEVED your goals?

What were the barriers that hindered your progress?

How you plan to address these barriers ?

Professional Goals for Classroom Instructions (For Example: Grade 6 IMSG/B _____)

	Teacher	
I. Setting (Describe the population and special learning circumstances.)	For Example: There are 55 students in grade 6 . It is fairly large group and requires a lot of planning to deliver instructions, check copies.	
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)	Students are facing problems in English Comprehension	
III. Baseline Data (What is shown by the current data?)	Only 40 % of grade 6^{th} shows 80 % Proficiency in English Comprehension	
IV. SMART Goal (Describe what you want learners/program to accomplish.)	By the end of 2^{nd} term, 60 % students of Grade 6^{th} will achieve 80 % proficiency in comprehending the text in English	
Instructional Strategy	Evidence	Outcomes & Target Dates
Giving appropriate level of reading texts and asking small questions and use reading comprehension sheets (MCQs)	Arrange extra reading content Shared with parents	Students will improve their scores on reading comprehension by the end of 2^{nd} term (at least 60 % students score more than 80 %)
Make small groups	….do…….	…….do…….
Increase instructional time		

STEP 3: TEACHER EVALUATION FORM

	Key Area	S #	Performance Indicator (2 MARKS EACH)	Grading			
				1.Below standard	2.Developing	3 Proficient	4.Exemplary
1	Planning and preparation for timely delivery of content (Lesson Plan)	1.1	Accurate development of lesson plan				
		1.2	Effective and timely delivery of planned Lessons				
2	Punctuality and Attendance	2.1	Biometric Attendance				
3	Subject Knowledge	3.1	Command over core subject/ content area				
		3.2	Effective pedagogy for delivery of content				
4	Classroom Management Skills/ Teaching best practices (Std. centered)	4.1	Effective use of resources (Time, space, teaching and learning material)				
		4.2	Ensure activity based teaching and learning				
		4.3	Provide opportunity to students for active participation in learning activities.				
		4.4	Initiate discussion and Promotes critical thinking.				
		4.5	Ensures equal opportunity for all learners.				
5	Professional Development/ training received during the academic year	5.1	Number of training sessions attended.				
		5.2	Successful completion of training courses.				
6	Ability to use modern teaching aids	6.1	Handles technology efficiently and effectively.				
		6.2	Ensure integration of technology in lessons.				
7	Regular balanced homework and check notebooks accurately	7.1	Assigns balanced homework and check notebooks accurately.				
		7.2	Maintain records of formative and summative assessments.				

8	Communication skills	8.1	Effective verbal communication skills.
		8.2	Effective non-verbal communication skills.
		8.3	Effective written communication skills

Source: School Management Manual : Federal Directorate of Education, Islamabad (2017)

Total Score = Score obtained * 100/ Total Score)

Score	Rating	Scale
90 to 100	1	Very Good
80 to 89	2	Good
70 to 79	3	Average
60 to 69	4	Poor
60	5	Very Poor

(Source: School Management Manual Federal Directorate of Education, Islamabad)

5.7 Limitations

This research study was conducted in five primary schools of Federal Directorate of Education, Islamabad as the program was lengthy process itself in its implementation. Only CSM took a week in each school. After that development and follow- up of Individual Professional Development Plan took two months which was done simultaneously in all participating schools. After that views of participating principals and teachers were taken on the implications of CSM and IPDP. Due to extended intervention and time constraint, the study was limited to five schools only. Moreover, as it also requires a lot of documentation from the supervisors, supervisees and the researcher, it was hard to extend to further schools. Furthermore, travelling to various

schools for multiple times was another hurdle in extended the research study to larger number of schools.

5.8 Implications for Future Research

As Clinical Supervision Model has been experimented in public schools of Pakistan for the first time, the research study has open new dimension for research in K-12 schools to carry out research study on supervision of teachers' evaluation particularly clinical supervision model. The supervision of teachers in public schools of Pakistan was a neglected area, this study will open new domains in supervision of teachers particularly in public schools. Therefore, further research studies can be carried out to apply various supervision model for teacher evaluation in public schools of Pakistan and measure the effectiveness of supervision on teachers' professional development. Furthermore, research study can be conducted on entire group of Federal Directorate of Education, Islamabad at a large scale because this study was limited to female primary schools of sector Tarnaul of Federal Directorate of Education. Moreover, research study can be carried out effectiveness of professional development on professional development and performance of teachers.

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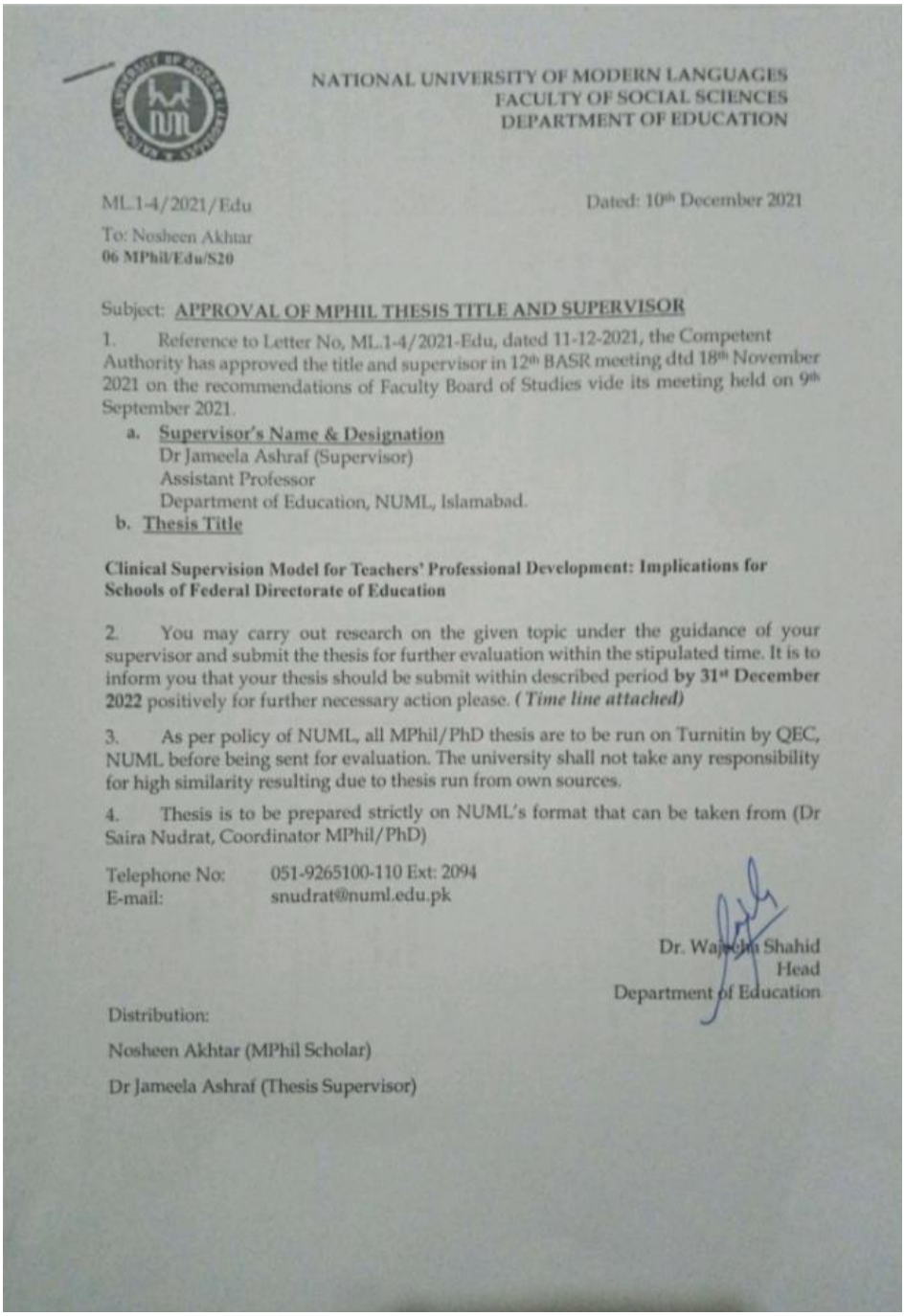
Appendix-A

Approval of M. Phil Topic and Supervisor



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2021/Edu

Dated: 10th December 2021

To: Nosheen Akhtar
06 MPhil/Edu/S20

Subject: **APPROVAL OF MPHIL THESIS TITLE AND SUPERVISOR**

1. Reference to Letter No, ML.1-4/2021-Edu, dated 11-12-2021, the Competent Authority has approved the title and supervisor in 12th BASR meeting dtd 18th November 2021 on the recommendations of Faculty Board of Studies vide its meeting held on 9th September 2021.

   a. **Supervisor's Name & Designation**
      Dr Jameela Ashraf (Supervisor)
      Assistant Professor
      Department of Education, NUML, Islamabad.
   b. **Thesis Title**

Clinical Supervision Model for Teachers' Professional Development: Implications for Schools of Federal Directorate of Education

2. You may carry out research on the given topic under the guidance of your supervisor and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submit within described period **by 31st December 2022** positively for further necessary action please. ***(Time line attached)***

3. As per policy of NUML, all MPhil/PhD thesis are to be run on Turnitin by QEC, NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis is to be prepared strictly on NUML's format that can be taken from (Dr Saira Nudrat, Coordinator MPhil/PhD)

Telephone No: 051-9265100-110 Ext: 2094
E-mail: snudrat@numl.edu.pk

Dr. Wajeeha Shahid
Head
Department of Education

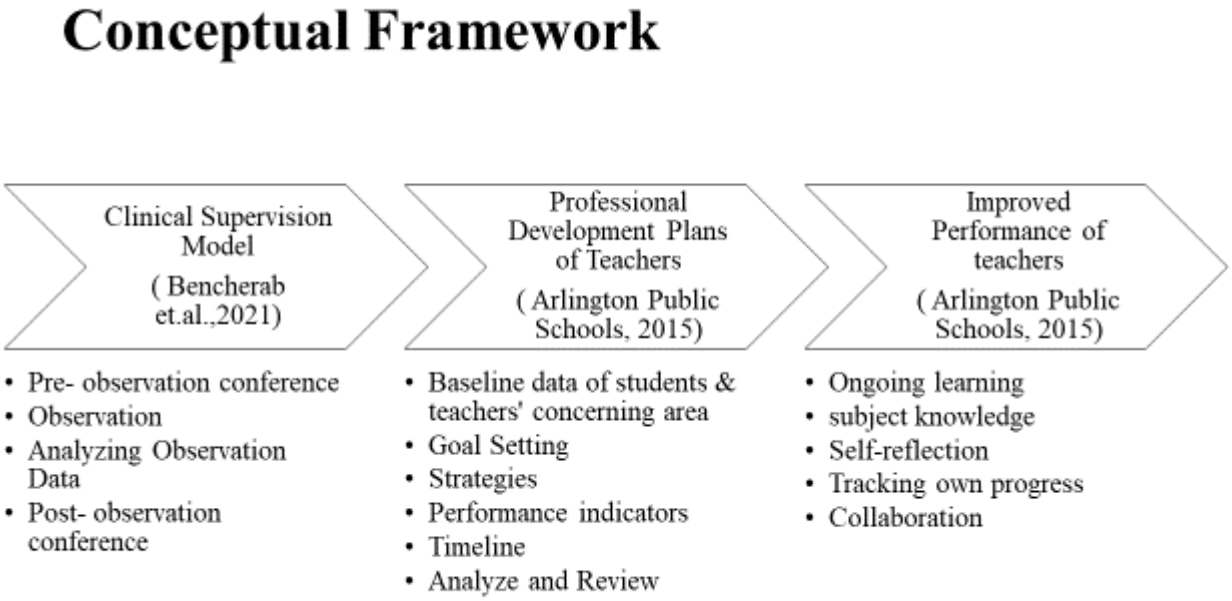
Distribution:

Nosheen Akhtar (MPhil Scholar)

Dr Jameela Ashraf (Thesis Supervisor)

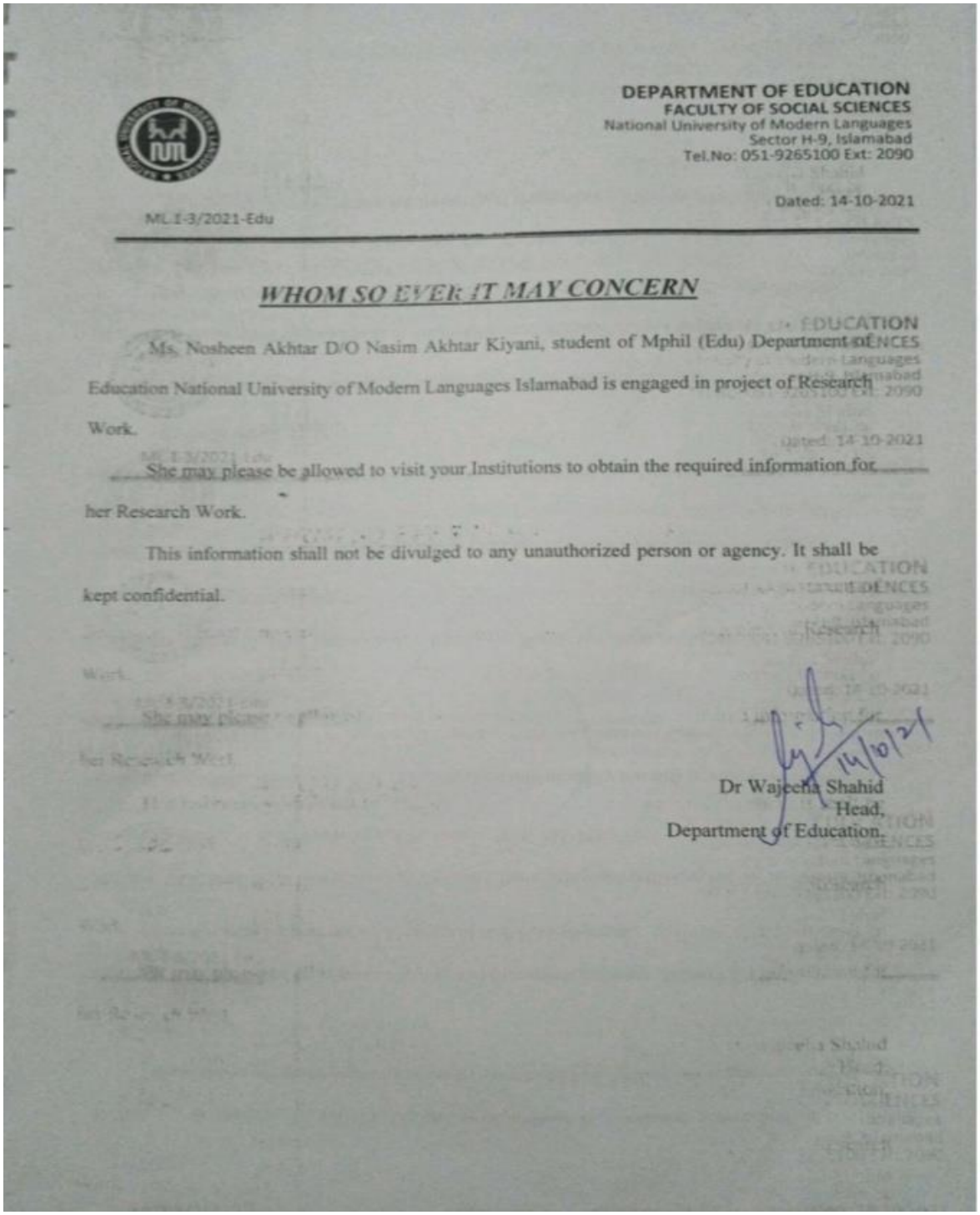
Appendix-B

Conceptual Framework



Appendix-C

Reference Letter for Data Collection



DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

Dated: 14-10-2021

ML.E-3/2021-Edu

WHOM SO EVER IT MAY CONCERN

Ms. Nosheen Akhtar D/O Nasim Akhtar Kiyani, student of Mphil (Edu) Department of Education National University of Modern Languages Islamabad is engaged in project of Research Work.

She may please be allowed to visit your Institutions to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

14/10/21

Dr Wajeeha Shahid
Head,
Department of Education.

Appendix-D

Covering Letter for Tool Validation

CLINICAL SUPERVISION MODEL FOR TEACHERS' PROFESSIONAL DEVELOPMENT: IMPLICATIONS FOR PRIMARY SCHOOLS OF FEDERAL DIRECTORATE OF EDUCATION

Subject: Request for Validation

Respected Sir/Madam,

I am Nosheen Akhtar- Research scholar of M.Phil. (Education) at National University of Modern Languages, Islamabad. I am conducting research study on "**Clinical Supervision Model for teacher professional development: Implications for primary schools of Federal Directorate of Education, Islamabad" for completion of my degree.**

The purpose of the current research study is to acquaint school principals and teachers with clinical supervision model for the professional development of teachers. Moreover, with the help of school principal (role as supervisor in the current study), and the researcher will develop professional development plan of the observed teacher. For this reason, I have developed Likert scale questionnaires as instruments to know pre and post intervention concept of supervision for both participant principals and teachers. Moreover, an adopted and modified clinical supervision model and adopted and modified professional development plan for the teachers is also developed for the current research study (All questionnaires, clinical supervision model proformas, and template of Teacher's Professional Development Plan enclosed here).

I would like to benefit from your experience to provide me effective feedback and suggestions for the improvement of my research instruments. Furthermore, I will be obliged if you validate the instruments by endorsing the validation certificate with your signatures.

Nosheen Akhtar

M.Phil. Scholar (Education)

Department of Education

National University of Modern Languages, Islamabad

Appendix-E

Validation Certificate for Research Instrument

Validation Certificate for Research Instruments

CLINICAL SUPERVISION MODEL FOR TEACHERS' PROFESSIONAL DEVELOPMENT: IMPLICATIONS FOR PRIMARY SCHOOLS OF FEDERAL DIRECTORATE OF EDUCATION

By:
Nosheen Akhtar
Research scholar M.Phil. (Education)
National University of Modern Languages, Islamabad.

It is to certify that the tools adopted by the research scholar for the study, "Clinical Supervision Model for teacher professional development: Implications for primary schools of Federal Directorate of Education, Islamabad" are assessed by me. The research instruments are found appropriate for the intervention and data collection process. The Clinical supervision Model, Teacher's Professional Development Plan, pre-intervention scale and post intervention scales are addressing the research objectives and research questions of the study.

The face and the content validity are also assured. I recommend the templates of Clinical Supervision Model, Teacher's Professional Development Plan, pre-intervention scale and post intervention scales for the intervention and data collection purpose.

Validated by: __Tayyaba Batool_____

Signature: _____

Designation: ____Assistant professor__

Institution: __Lahore College for Women university, Lahore

Date of Validation: November, 4,_2021

Appendix-F

Validation Certificate for Research Instrument

Validation Certificate for Research Instruments

CLINICAL SUPERVISION MODEL FOR TEACHERS' PROFESSIONAL DEVELOPMENT: IMPLICATIONS FOR PRIMARY SCHOOLS OF FEDERAL DIRECTORATE OF EDUCATION

By:
Nosheen Akhtar
Research scholar M.Phil. (Education)
National University of Modern Languages, Islamabad.

It is to certify that the tools adopted by the research scholar for the study, "Clinical Supervision Model for teacher professional development: Implications for primary schools of Federal Directorate of Education, Islamabad" are assessed by me. The research instruments are found appropriate for the intervention and data collection process. The Clinical supervision Model, Teacher's Professional Development Plan, pre-intervention scale and post intervention scales are addressing the research objectives and research questions of the study.

The face and the content validity are also assured. I recommend the templates of Clinical Supervision Model, Teacher's Professional Development Plan, pre-intervention scale and post intervention scales for the intervention and data collection purpose.

Validated by: Colleen Koval

Signature: Colleen Koval

Designation: Compliance Officer

Institution: Arlington Schools, USA

Date of Validation: 22 October 2021

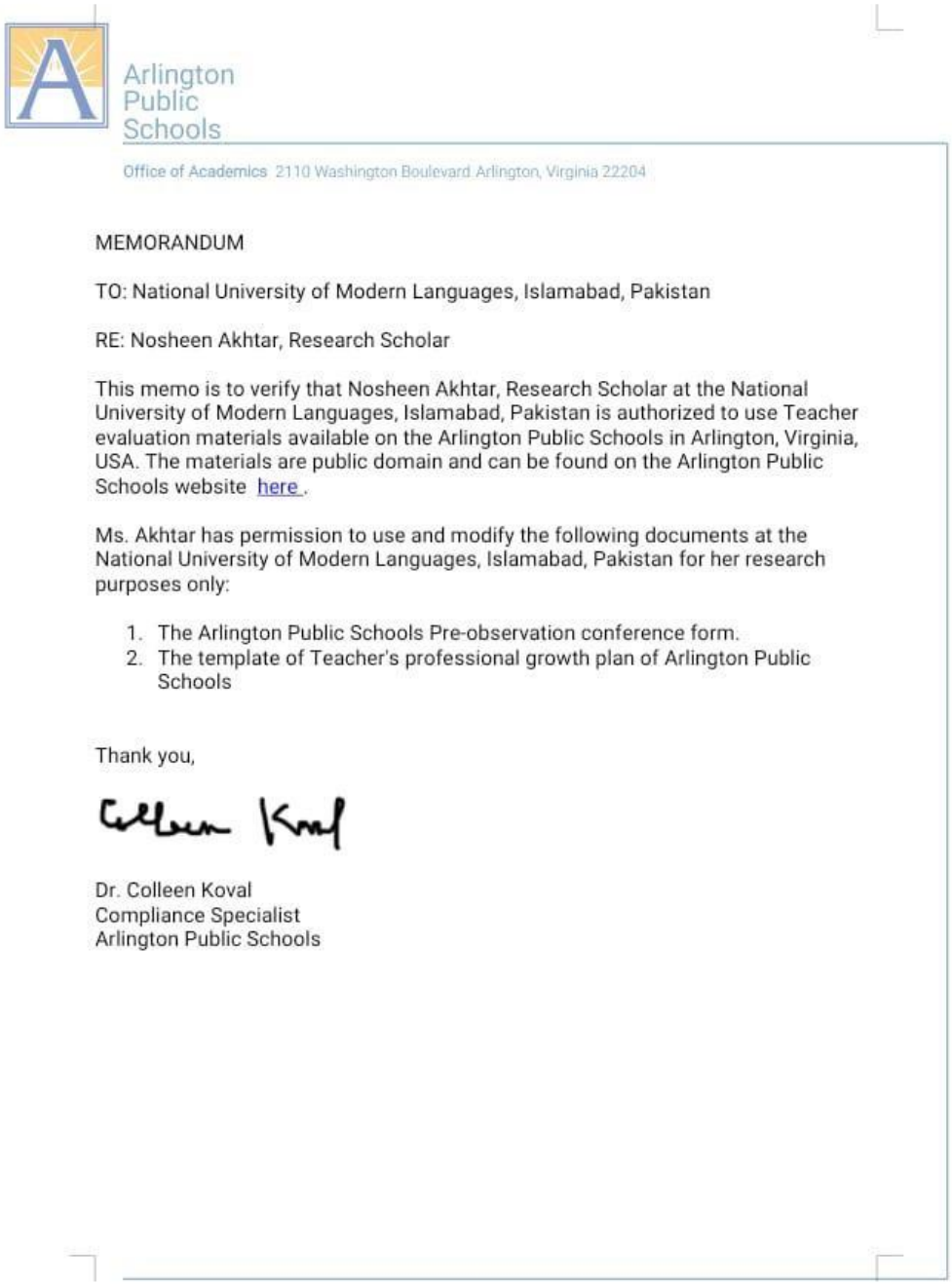
Appendix-G

Population of the Study

Total no. of female primary schools	No. of principal of female primary schools	No. of teachers of female primary schools
23	23	483

Appendix-H

Permission Letter for Tool Usage



Arlington Public Schools

Office of Academics 2110 Washington Boulevard Arlington, Virginia 22204

MEMORANDUM

TO: National University of Modern Languages, Islamabad, Pakistan

RE: Nosheen Akhtar, Research Scholar

This memo is to verify that Nosheen Akhtar, Research Scholar at the National University of Modern Languages, Islamabad, Pakistan is authorized to use Teacher evaluation materials available on the Arlington Public Schools in Arlington, Virginia, USA. The materials are public domain and can be found on the Arlington Public Schools website here.

Ms. Akhtar has permission to use and modify the following documents at the National University of Modern Languages, Islamabad, Pakistan for her research purposes only:

1. The Arlington Public Schools Pre-observation conference form.
2. The template of Teacher's professional growth plan of Arlington Public Schools

Thank you,

Dr. Colleen Koval
Compliance Specialist
Arlington Public Schools

Appendix-I

Pre- intervention Tool: Concept of Supervision for Principal (Supervisor)

Title: Clinical Supervision Model for teacher professional development: Implications for primary schools of Federal Directorate of Education, Islamabad
Table I A : Demographic Information
Name _____
Gender_____
Qualification_____
Teaching Experience_____
Administrative Experience_____
School Details
Pure Primary, Attached primary school_____
Urban, Sub- urban, Rural_____
Total Number of primary teachers_____
Table I B : concept and current practice of supervision and Teacher evaluation
Express your opinion regarding practicing concept of teacher evaluation and practice of supervision

S. No	**Views**	**Agree**	**Neutral**	**Disagree**
1	Teacher evaluation is an annual practice.			
2	Teacher evaluation forms are confidential.			
3	Teacher evaluation forms inform teachers about their strength and weaknesses.			
4	As a principal, I want my teachers to know about their strength and weak areas in instructions and classroom practice			
5	I understand administration and supervision of teachers are different in nature.			
6	I provide professional support to my teachers when needed despite the shortage of time.			
7	I make a written record of evaluation forms of teachers and share with them for their improvement.			
8.	I heard about clinical supervision practice for professional development of teachers.			
9	I understand the use of diagnostic teacher evaluation .			
10	I believe in developing collegial relationship between supervisor and supervisee for improvement of teachers.			

Appendix-J

Pre- intervention Tool: Concept of Supervision for Supervisees (Teachers)

Title: Clinical Supervision Model for teacher professional development: Implications for primary schools of Federal Directorate of Education, Islamabad
Table II A : Demographic Information
Name _____
Gender_____
Qualification_____
Teaching Experience_____
Administrative Experience_____
School Details
Pure Primary, Attached primary school_____
Urban, Sub- urban, Rural_____
Total Number of primary teachers_____
Table II B : concept and current practice of supervision and Teacher evaluation
Express your opinion regarding practicing concept of teacher evaluation and practice of supervision

S. No	**Views**	**Agree**	**Neutral**	**Disagree**
1	Teacher evaluation is an annual practice.			
2	Teacher evaluation forms are confidential.			
3	Teacher evaluation forms inform teachers about their strength and weaknesses.			
4	As a teacher, I want to know about my strength and weak areas in instructions and classroom practice			
5	I understand administration and supervision of teachers are different in nature.			
6	I want to professional support from my supervisor when needed despite the shortage of time.			
7	My principal make a written record of my evaluation forms and share with me for my improvement.			
8.	I heard about clinical supervision practice for professional development of teachers.			
9	I understand the use of diagnostic teacher evaluation .			
10	I believe in developing collegial relationship between supervisor and supervisee for improvement of teachers.			

Appendix-K

Pre- Observation Conference Record

Teacher_____ School_____
Grade_____Subject_____
Pre- Observation Conference Date _____Evaluator_____

S.No	Pre- Observation Conference Question	
1	Describe the lesson you are teaching? ● Lesson Plan ● Lesson Objectives ● Lesson Activities ● Audio Visual Aids	
2	Total Number of Students Any specific description of class	
3	What instructional methods will be used ?	
4	How are you planning to conduct the lesson?	
5	How are you going to assess whether students have learned/ understood the lesson?	
6	How would you know whether you achieved lesson objectives?	
7	What are your areas of concern for this lesson?	
8	What are your areas of concern for this class ?	

Note: Any additional question can be added during the conference?

Appendix-L

Teacher Classroom Observation Form

The teacher observation form is developed on Quality Standards for Teachers of Pakistan (2017). A copy of this observation form will be given to the teacher as it will be used in post observation conference.

Teacher	Lesson
Evaluator	Grade
School	Subject
Date	Topic

Standards	Performance evidences in following areas.
Standard 1: Subject Matter Knowledge Teachers understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the National Curriculum. The teacher can design and implement appropriate lesson plans to create learning experiences making the subject matter accessible and meaningful to all students at the various developmental stages (p.23).	Knowledge and Understanding
	Dispositions
	Performance and skills
Standard 2: Human Growth and Development Teachers understand how students (both children and adults) develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development (p.24)	Knowledge and Understanding
	Dispositions
	Performance and skills
Standard 3: Knowledge of Islamic Ethical Values and Life Skills Teachers understand the Islamic ethical values and practices in the light of Quran and Sunnah and other religious contexts, and the implications of these values for bringing national and global peace, unity and social adjustment. (p.24)	Knowledge and Understanding
	Dispositions
	Performance and skills
Standard 4: Instructional Planning and Strategies Teachers understand instructional planning, design and implement well-structured long-term and short-term plans	Knowledge and Understanding

based upon knowledge of subject matter, students, community, curriculum goals, and employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners (p.25)	Dispositions
	Performance and skills
Standard 5: Assessment Teachers have knowledge, understanding, and skills to assess students learning using multiple assessment strategies and interpret results to promote and foster the continuous progress of students (diagnostic and formative) and to evaluate students' achievement (summative) (p.26)	Knowledge and Understanding
	Dispositions
	Performance and skills
Standard 6: Learning Environment Teachers create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation in learners (p.27)	Knowledge and Understanding
	Dispositions
	Performance and skills
Standard 7: Effective Communication and Proficient Use of Information and Communication Technologies (ICT) for Teaching and Learning Process Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents. Teachers are able to use instructional and information and communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.(p.28)	Knowledge and Understanding
	Dispositions
	Performance and skills

Teacher's Signature: Evaluator's Signature

Appendix-M

Teacher Observation Form 2: Time Management

Teacher	Lesson
Evaluator	Grade
School	Subject
Date	Topic

Stages of Lesson Plan	**Time**	**Teaching learning resources**	**Teacher Input**	**Student Engagement**	**General outcome**
Announcement					
Brainstorming					
Lesson delivery					
Activities					
Reinforcement					
Assessment					
Home task					

Appendix-N

Post Observation Conference (Teacher's Reflection on the lesson)

Teacher	Lesson
Evaluator	Grade
School	Subject
Date	Topic

Interview protocol for Post Observation Conference

Q 1. **Lesson Objective**s: What do think, how far you have achieved your student learning outcomes(SLOs)? Can you think of any evidence? Do you think you need repeat this lesson SLO? If not, why?

Q2. **Classroom Management**: What is your opinion about your classroom management during the lesson delivery? If there were any distractors, how did you manage them?

Q 3. **Lesson Delivery**: Do you think your instructional activities were appropriate according to requirement of your subject?

Q 4. **Student Engagement**: Were your students engaged in your class? To what extent you are satisfied with the response from your students?

Q5**. Concerning Areas in the Lesson**: Have you addressed the problem area in the lesson you mentioned earlier? How are you going to handle that concerning area?

Q 6. **Infrastructure:** How did you address the concerning area in the class?

- Infrastructure
- Availability of appropriate resources
- Class strength (No. of Students)

Appendix-O

Post- intervention Tool ($I_{1\ supervisor}$): Understanding of Clinical Supervision Model Principal (Supervisor)

Title: Clinical Supervision Model for teacher professional development: Implications for primary schools of Federal Directorate of Education, Islamabad

Table I A : General information on Mock Evaluation through Clinical Supervision Model

Name	**Time spend on Pre- Observation conference**
School	**Time interval for observation**
Name of teacher observed	**Time interval for Data Analysis**
No. of teachers observed	**Time interval for Post Observation Conference**
	Total time interval for Mock evaluation

Table I B : Understanding of Clinical Supervision Model Principal (Supervisor) and Implications for future supervisor and supervisee system

Express your opinion regarding mock evaluation of teacher on clinical supervision model.

S. No	Views	Agree	Neutral	Disagree
1	I found clinical supervision model an interesting model for supervision of teacher.			
2	Now, I understand well the five stages of clinical supervision model.			
3	I recognize that clinical supervision model is diagnostic in nature for teacher evaluations .			
4	Clinical supervision model is innovative and will bring creativity in supervision, teaching practice and school operation.			
5	As a principal, I learnt my teachers will know about their strength and weak areas in instructions and classroom practice through clinical supervision model easily.			
6	I understand that clinical supervision model will help to develop collegial relationship between administration and teachers.			
7	I believe clinical supervision model is a systematic way of providing constructive feedback to the teachers.			
8	I understand the process to help teachers aware of their professional development plan and they themselves can become owner of their professional plans.			
9	I believe clinical supervision model help teachers to track classroom data and make sentence for meaningful patterns.			
10	I understand that clinical supervision model can boost morale of teachers.			
11	Clinical supervision model is time consuming.			

12	Clinical supervision model need many resources.			
13	Clinical supervision model is systematic and needs documentation.			
14	Clinical supervision model is good to adopt for teachers in Federal Directorate of Education			
15	I found that clinical supervision model engages teachers in reflective process.			

16 Please give your opinion for adopting clinical supervision model in schools of Federal Directorate of Education.

_____
_____
_____
_____

Appendix-P

Post- intervention Tool (I_1 supervisee): Understanding of Clinical Supervision Model Teacher (Supervisee)

Title: Clinical Supervision Model for teacher professional development: Implications for primary schools of Federal Directorate of Education, Islamabad

Table I A : General information on Mock Evaluation through Clinical Supervision Model

Name	**Time spend on Pre- Observation conference :**
School	**Time interval for observation:**
Name of teacher observed	**Time interval for Data Analysis :**
No. of teachers observed	**Time interval for Post Observation Conference:**
	Total time interval for Mock evaluation:

Table I B : Understanding of Clinical Supervision Model Principal (Supervisor) and future implications

Express your opinion regarding your mock evaluation on clinical supervision model.

S. No	Views	Agree	Neutral	Disagree
1	I found clinical supervision model an interesting model for supervision of teacher.			
2	Now, I understand well the five stages of clinical supervision model.			
3	I recognize that clinical supervision model is diagnostic in nature for teacher evaluations .			
4	I believe clinical supervision will improve my classroom instructional strategies.			
5	Clinical supervision model is innovative and will bring creativity in supervision, teaching practice and school operation.			
6	As a teacher, I will know about my strength areas and weak areas in instructions and classroom practice through clinical supervision model easily.			
7	I understand that clinical supervision model will help to develop collegial relationship between administration and teachers.			
8	I believe clinical supervision model is a systematic way of providing constructive feedback to the teachers.			
9	I understand the process to track my own process.			
10	I believe clinical supervision model help me (teachers) to track classroom data and make sentence for meaningful patterns.			

11	I understand that clinical supervision model can boost my (teacher's) morale.			
12	Clinical supervision model is time consuming.			
13	Clinical supervision model need many resources.			
14	Clinical supervision model is systematic and needs documentation.			
15	Clinical supervision model is good to adopt for teachers in Federal Directorate of Education			

15 Please give your opinion for adopting clinical supervision model for professional development of teachers in schools of Federal Directorate of Education.

_____
_____
_____
_____

Appendix-Q

Individual Professional Development Plan of Teachers

Rationale:

- *To provide the teacher professional development on the SMART goal*
- *It will focus on individual needs of teacher to deliver instructions using specific instructional strategies in class of _____ align with school goals and teachers' performance standards*
- *To involve teacher in a reflective and dialogical process to understand strength areas of teacher and track towards improvement areas*

Teacher		Lesson
Evaluator		Grade
School		Subject
Date		Topic
School Vision as aligned with vision of Federal Directorate of Education, Islamabad	*I view my school as an institution that ensures success of all students with at least adequate learning and teaching facilities, that provides quality education which will define role of my students as active participant in national development, and enhance their vision as participants of global village.*	
School Goals		
Teachers' Performance Standards	● *Subject-matter Knowledge* ● *Human growth and development* ● *Instructional Planning and Strategies* ● *Assessment* ● *Learning Environment* ● *Effective Communication and Proficient Use of Information and Communication Technologies (ICT) for Teaching and Learning Process*	

Initial Goal:

	Teacher	
I. Setting (Describe the population and special learning circumstances.)		
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)		
III. Baseline Data (What is shown by the current data?)		
IV. SMART Goal (Describe what you want learners/program to accomplish.)		
Instructional Strategy	Evidence	Outcomes & Target Dates

i. Describe how do you engage yourself in teacher leadership activities in the school?
ii. How do you involve and share with your teacher leadership experiences?
iii. What data will you use to track your progress towards your SMART goals?

Teacher's -Signature: Date:

Evaluator's Signature: Date:

****

Review the Plan after 6 weeks

i. Examine how your professional development actions impacted your students.

ii. Discuss whether you achieved your professional development plans with your principal.
iii. What other interventions you think you can employ to enhance student learning?

Teacher's -Signature: Date:

Evaluator's Signature: Date:

End of Year Teacher Reflection

Teacher's Signature: Date:
Evaluator's Signature: Date:

Source: Adopted and modified from Teacher' handbook of Arlington Public Schools, Virginia.

Appendix-R

Post- intervention Tool: (I_2 supervisor) Understanding of Individual Professional Development Plan of Supervisors (Principal)

Title: Clinical Supervision Model for teacher professional development: Implications for primary schools of Federal Directorate of Education, Islamabad

Table I A : General information on Mock Evaluation through Clinical Supervision Model

Name	**Time spend on Pre- Observation conference :**
School	**Time interval for observation:**
Name of teacher observed	**Time interval for Data Analysis :**
No. of teachers observed	**Time interval for Post Observation Conference:**
---------	**Total time interval for Mock evaluation:**
Time interval for mock individual professional development plan for teachers	**Total time (Mock Evaluation + Individual Professional Development Plan) =**

Table I B : Understanding of Understanding of Individual Professional Development Plan of Teachers (Supervisee)

Express your opinion regarding your understanding of Individual Professional Development Plan of Teachers

S. No	Views	Agree	Neutral	Disagree
1	I understand the rationale and importance of Individual Professional Development Plan of Teachers and found it effective in professional development of teachers.			
2	Now, I can understand clinical supervision model is an effective model that help teachers to achieve goals of their professional development plans.			
3	I learned clinical supervision model help teachers to focus on individual needs of teacher to deliver instructions using specific instructional strategies .			
4	I believe evidence based data gathered through clinical supervision model will help to identify problem area and make SMART goal.			
5	I believe evidence based data gathered through clinical supervision model will improve my classroom instructional strategies.			
6	As a Supervisor, I will know about strength areas and weak areas in instructions and classroom practice of my teachers through clinical supervision model easily and can incorporate in their professional development plan.			
7	I understand that clinical supervision model support professional development plans of teachers in collegial manner.			
9	I understand the process to track the progress of my teachers through my professional plan.			

10	Clinical supervision model along with Individual Professional Development Plan is time consuming.			
11	Clinical supervision model along with Individual Professional Development Plan need many resources.			
12	Clinical supervision model along with Individual Professional Development Plan is systematic.			
13	Clinical supervision model along with Individual Professional Development Plan requires a lot of documentation.			
14	Clinical supervision model along with Individual Professional Development Plan is good to adopt for professional development of teachers in Federal Directorate of Education			

15. What are possibilities adopting clinical supervision model along with Individual Professional Development Plan for professional development of teachers in schools of Federal Directorate of Education. Enlist any 5 possibilities.

1._____
2._____
3._____
4._____
5._____

16. What could be the challenges adopting clinical supervision model along with Individual Professional Development Plan for professional development of teachers in schools of Federal Directorate of Education. Enlist any 5 challenges.

1._____
2._____
3._____
4._____
5._____

17. Please give your opinion (for adopting clinical supervision model for professional development of teachers in schools of Federal Directorate of Education.

_____
_____
_____

Appendix-S

Post- intervention Tool: (I_2 supervisee) Understanding of Individual Professional Development Plan of Teachers (Supervisee)

Title: Clinical Supervision Model for teacher professional development: Implications for primary schools of Federal Directorate of Education, Islamabad

Table I A : General information on Mock Evaluation through Clinical Supervision Model

Name	**Time spend on Pre- Observation conference :**
School	**Time interval for observation:**
Name of teacher observed	**Time interval for Data Analysis :**
No. of teachers observed	**Time interval for Post Observation Conference:**
---------	**Total time interval for Mock evaluation:**
Time interval for mock individual professional development plan for teachers	**Total time (Mock Evaluation + Individual Professional Development Plan) =**

Table I B : Understanding of Understanding of Individual Professional Development Plan of Teachers (Supervisee)

Express your opinion regarding your understanding of Individual Professional Development Plan of Teachers

S. No	Views	Agree	Neutral	Disagree
1	I understand the rationale and importance of Individual Professional Development Plan of Teachers and found it effective in professional development of teachers.			
2	Now, I know clinical supervision model is an effective model that help teachers to achieve goals of their professional development plans.			
3	I learned clinical supervision model help teachers to focus on individual needs of teacher to deliver instructions using specific instructional strategies .			
4	I believe evidence based data gathered through clinical supervision model will improve to identify problem area and make SMART goal.			
5	I believe evidence based data gathered through clinical supervision model will improve my classroom instructional strategies.			
6	As a teacher, I will know about my strength areas and weak areas in instructions and classroom practice through clinical supervision model easily and can incorporate in my professional development plan.			
7	I understand that clinical supervision model support professional development plans of teachers in collegial manner.			
9	I understand the process to track my own process through my professional plan.			

10	Clinical supervision model along with Individual Professional Development Plan is time consuming.			
11	Clinical supervision model along with Individual Professional Development Plan need many resources.			
12	Clinical supervision model along with Individual Professional Development Plan is a systematic process.			
13	Clinical supervision model along with Individual Professional Development Plan requires a lot of documentation.			
14	Clinical supervision model along with Individual Professional Development Plan is good to adopt for professional development of teachers in Federal Directorate of Education			

15. What are possibilities adopting clinical supervision model along with Individual Professional Development Plan for professional development of teachers in schools of Federal Directorate of Education. Enlist any 5 possibilities.

1._____
2._____
3._____
4._____
5_____

16. What could be the challenges adopting clinical supervision model along with Individual Professional Development Plan for professional development of teachers in schools of Federal Directorate of Education. Enlist any 5 challenges.

1._____
2._____
3._____
4._____
5._____

17. Please give your opinion (other for adopting clinical supervision model for professional development of teachers in schools of Federal Directorate of Education.

_____
_____
_____

Appendix-T

Permission from Director Academics of Federal Directorate of Education, Islamabad to Conduct the Study

Academics Wing

F.1-107/2008 (Academics) FDE
Government of Pakistan
Federal Directorate of Education
****

Islamabad the 8th November, 2021.

The Principals

- IMCG, Tarnoul
- IMSG, (I-V) I-14/3
- IMSG, (I-VIII) Noon
- IMSG, (I-X) Sangjani
- IMSG, (I-X) Badia Qadir Bakhash
- IMSG, (I-V) Dhoke Hashoo

Subject: **PERMISSION TO CONDUCT RESEARCH.**

I am directed to refer the captioned subject and to say that Ms. Nosheen Akhtar a student of M.Phil (Education) National University of Modern Languages, Islamabad is doing research study requesting to visit your institution to collect the data. In this regard you are requested to extend your cooperation regarding her research study.

2. The research scholar is required to forward a copy of thesis to Federal Directorate of Education after completion of the project.

3. This is issued with the approval of Director (Academics & Quality Assurance).

(DR. TABASSUM NAZ)
Deputy Director (Academics)
Phone #. 051-9262743

Copy to:
- PA to Director (Academics & QA).

Appendix-U

Consent Form for School Principal

The Principal

Islamabad Model School for Girls

Sector Tarnaul, Islamabad

Subject: **Request to participate in the Research Study**

Respected Madam/ Sir,

I, Nosheen Akhtar, am a research student of M.Phil. (Education) Program at National University of Modern Languages, Islamabad. The purpose of the current research study is to acquaint school principals and teachers with clinical supervision model for the professional development of teachers. Moreover, with the help of school principal (role as supervisor in the current study), and the researcher will develop professional development plan of the observed teacher.

To meet the purpose of the research study, I request you to spare some time from your busy schedule. You will be doing mock evaluation, participate in making a professional development plan for the teacher, and give your opinion in three forms.

As it is a continuous process and will use multiple sheets, I will use a pseudonym for you. Please note that your participation in this research study is on a voluntary basis and you can withdraw at any stage of the activity without mentioning any reason.

Please give your consent, if you agree to participate in the research study.

Name _____

Signature_____

Date_____

Appendix-V

Consent Form for School Teacher

The Respected Madam

Islamabad Model School for Girls

Sector Tarnaul, Islamabad

Subject: **Request to participate in a research study**

Respected Madam/ Sir,

I, Nosheen Akhtar, am a research student of M.Phil. (Education) Program at National University of Modern Languages, Islamabad. The purpose of the current research study is to acquaint school principals and teachers with clinical supervision model for the professional development of teachers. Moreover, with the help of school principal (role as supervisor in the current study), and the researcher will develop professional development plan of the observed teacher.

To meet the purpose of the research study, I request you to spare some time from your busy schedule. You will be doing mock evaluation, participate in making a professional development plan for the teacher, and give your opinion in three forms.

As it is a continuous process and will use multiple sheets, I will use a pseudonym for you. Please note that your participation in this research study is on a voluntary basis and you can withdraw at any stage of the activity without mentioning any reason.

Please give your consent, if you agree to participate in the research study.

Name_____

Signature_____

Date_____

Appendix-W

List Institutions in Sector Tarnaul

MALE INSTITUTIONS		FEMALE INSTITUTIONS	
1	IMCB (VI-XII) Tarnaul	1	IMSG (I-X) Sangjani
2	IMSB (VI-X) Sang Jani	2	IMSG (I-X) Jhangi Syedan
3	IMSB (I-X) Naugazi	3	IMCG (I-XII) Shah Allah Ditta
4	IMSB (VI-X) I-14	4	IMSG (I-X) Bhadana Kalan
5	IMSB (VI-X) Noon	5	IMCG (I-XII) Golra
6	IMSB (I-X) Maira Akku	6	IMSG (VI-X) I-14/3
7	IMSB (VI-X) Shah Allah Ditta	7	IMSG (I-X) Naugazi
8	IMSB (VI-X) Golra	8	IMSG (I-X) Tarnaul
9	IMSB (I-X) Badana Kalan	9	IMSG (I-X) BQB
10	IMSB (I-VIII) Dhoke Jouri	10	IMSG (I-VIII) Dhoke Jouri
11	IMSB (I-VIII) Dhoke Paracha	11	IMSG (I-VIII) Pind Paracha
12	IMSB (I-X) Maira Beri	12	IMSG (I-VIII) Noon
13	IMSB (I-VIII) Chellow	13	IMSG (I-VIII) Dhreak Mohri
14	IMSB (I-V) Tarnaul	14	IMSG (I-X) Maira Beri
15	IMSB (I-V) Jhangi Sydan	15	IMSG (I-VIII) Dhoke Paracha
16	IMSB (I-V) Sang Jani	16	IMSG (I-VIII) Sarae Kharboza
17	IMSB (I-V) Dora	17	IMSG (I-V) Bheka Syedan
18	IMSB (I-V) Sheikhpur	18	IMSG (I-V) Pind Parian
19	IMSB (I-V) Pind Hoon	19	IMSG (I-V) Sheikpur
20	IMSB (I-V) Noon	20	IMSG (I-V) Dhoke Hashoo
21	IMSB (I-V)S. Allah Ditta	21	IMSG (I-V) Dhoke Suleman
22	IMSB (I-V) Karamabad	22	IMSG (I-V) Sarae Madhu
23	IMSB (I-V) Pind Parian	23	IMSG (I-V) I-14/3
24	IMSB (I-V) JOHD	24	IMS (I-V) D-17
25	IMSB (I-V) Sarae Karboza		
26	IMSb (I-V) Dhreak Mohri		
27	IMSB (I-V) Tamman		
28	IMSB (I-V) Seri Saral		
29	IMSB (I-V) Bokra		
30	IMSB (I-V) Dhoke Lubana		
31	IMSB (I-V) Golra		