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EFFECT OF IN-SERVICE TRAINING ON ELEMENTARY SCHOOL TEACHERS' PROFESSIONAL DEVELOPMENT

Dr. Shahid Raza[1], Dr. Sumera Kalsoom[2], Sajida Ghani[3], Dr. Naeem Sarwar[4]

[1]Assistant Professor University of Education Lahore Multan Campus

[2,3] Lecturer University of Education Lahore Multan Campus

[4]Assistant Professor University of Education Lahore Multan Campus

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ABSTRACT

The purpose of the research is to investigate the impact of an innovative teacher support package (ITSP) on the teacher's teaching performance. This research elaborates how ITSP is contributing to the quality of education through the improvement of teaching practices of the Elementary School Teachers (ESTs) in the public schools. In this work, first of all, teachers' teaching performance was conducted and monitored through a tool known as the classroom observation tool COT. This tool includes eleven standards practices on the basis of which the teachers were ranked from scores 1 to 5. A score of 1 represents the poorest performance, whilst a score of 5 signifies excellence. Each teacher was observed at least twice a month through COT, and then on the basis of COT results, the researchers identified which teacher needed training and mentoring. A group of teachers were selected on the basis of the COT result, and then Teacher Forum Meeting TFM was arranged at the cluster level. In this TFM, a selected group of teachers was trained through an innovative teacher support package (ITSP), developed by the Quaid e Azam Academy for Education development QAED. This ITSP contains highly standardized guidelines regarding the COT, and it reveals through examples how teachers can improve any specific practice of COT. The mean score difference of pre training and post training groups showed that ITSP has significant effect on teachers' teaching performance.

INTRODUCTION

Education has a crucial role in the economic, social, cultural, and political growth of the nations. All nations with a solid educational system and a high literacy rate are technologically sophisticated right now. Due to excellence in education, these nations have attained the position of developed nations, and

this excellence depends on the quality of education. This quality of education is based on the quality of teacher. Similarly, the quality of teachers is relied on the effective teachers' evaluation system. To evaluate the teachers, the educationists have devised a number of teachers evaluation models. The results of these models help the school administrators to arrange in-service training for teachers, and they also help management to make high state decision for teachers like increments in salary or termination (Rowe, 2003)

Moreover, the results of these evaluations also help the educationists to devise pre-service and in-service teacher training programs for teachers. This research has discussed the different teachers' evaluation methods which are being practiced worldwide(Harris, Ingle, & Rutledge, 2014). It also went through a particular technique for evaluating teachers known as the Classroom Observation Tool (COT), which is employed in a public school in Punjab, Pakistan(Birdwell, Roman, Hammersmith, & Jerolimov, 2016). Moreover, this work also discussed the impact of in-service teacher training through Innovative Teacher Support Package (ITSP) tool on the teaching performance of the teachers. It showed how ITSP was helping teachers of public schools in Punjab, Pakistan to improve their COT.

Before discussing the problem statement, research objective, hypothesis, significance of the study and defining the key terms, it would be plausible to highlight the background of the study. The background of the study is included different teacher's evaluation methods, and also highlighted the different teacher training programs (pre-service and in-service) being offered in Pakistan. It is a well-accepted truth that the quality of education is impacted by the quality of its instructors, who in turn are influenced by the quality of their training and professional development. Professional development of teachers is a crucial factor to bring improvements in educational process. (Khattak et al., 2011). But a good teacher evaluation system is needed to determine which form of professional development a teacher needs.

REVIEW OF THE RELATED LITERATURE

Various approaches are currently being utilized globally to assess how well teachers are teaching, and each approach has its benefits and drawbacks. The value-added model VAM is one of them. This model evaluates how a certain instructor contributes to the growth of his students. VAM takes into account a students' past test scores as well as details about their history when projecting their test outcomes for the upcoming year. To what extent the pupils achieved or exceeded those objectives depends on the study of the data collected. The average of the discrepancies between the students' actual and anticipated results is used to calculate the teacher's estimated value-added(Darling-Hammond, 2015).Teacher observations is also an important method to evaluate the performance of the teachers. With this approach, instructors are observed as they teach in the classroom. This is a tried-and-true method to acquire a reliable review since it takes into account how teachers run the classroom, the environment they foster, the material they prepare, and how they manage their responsibilities (del Real, 2012).

Danielson Framework Model is another teacher evaluation model, and it was devised by the Charlotte Danielson in 1996. Four distinct Domains form the foundation of this Framework. These fundamentals cover the four roles that instructors must fulfil: planning and preparation, the classroom environment, instruction, and professional responsibility(Hunsicker, 2017). This evaluation model's objective is to make observations more insightful so that teachers and school administrators can develop their professional abilities. Another important model is the Marzano Focused Teacher Evaluation Model, which was created by Dr. Robert Marzano and Dr. Beverly Charbagh. The 23 fundamental teaching competencies are included in this paradigm. These 23 competences are broken down into four groups: learning conditions, standards-based planning, professional duties, and other. Similar to the Framework model, the Marzano Model emphasizes both the learning environment in the classroom and the work done behind the scenes to support it(R. Marzano, 2017).

Likewise, self-assessment is also being used as a tool for teacher evaluation. The outcomes of this evaluation technique are used to validate formative assessments of teachers. With the use of this methodology, instructors can discuss their findings without being concerned that their colleagues, mentors, supervisors, or instructional consultants will use it against them when making important judgments. Self-evaluation ought to be methodical and not arbitrary. Self-assessment should begin with teachers evaluating themselves against the standards. Teachers should be encouraged to identify one or two specific areas for improvement (H.Douglas Brown, 2000). After that, they should monitor those aspects, set definite behavior-altering goals, establish a plan to achieve those goals, and collect data to assess their performance. Peer mentoring is also a type of teacher evaluation, and in this model, a peer evaluates his colleague. Instead of high-stakes decisions like salary increases or termination, the main goal of such evaluation is to offer professional support.

When educators participate in peer mentoring, the feedback is typically fairly positive. Most teachers get a deeper understanding of teaching techniques and a greater appreciation for the range of methods that material can be conveyed after participating in the event (Huston & Weaver, 2008). Mentor coaching is also used to evaluate teachers, and the results are utilized to build methods for programs that support teachers' professional growth. Mentor coaching is the provision of formative feedback by an appointed supervisor, teaching consultant, or more seasoned teacher colleague. Although mentor coaching may or may not entail reciprocation, peer mentorship includes reciprocation.(OECD-Mexico, 2011). Selecting one or two topics to emphasize during the class with the teacher might be part of mentor coaching. A pre-conference to decide what will be covered in the lesson, an observation, and feedback on what was done successfully and what might be done differently could all be included in the observation.

Analysis of many educational systems at both the macro and micro levels reveal that efforts to reform education and raise standards are inextricably related to the caliber of its teachers. The quality of teachers is determined by various evaluation methods. A strong communication channel between the educational system and teachers is created via a well-designed, efficient

teacher evaluation procedure (Darling-Hammond, Wei, & Andree, 2010). A new, systematic understanding of each classroom teacher's performance is anticipated to emerge through the modernization of teacher assessment systems(Darling-Hammond et al., 2010).

In recent years, there has been an increase in interest in going beyond the traditional criteria for determining a teacher's qualifications, such as finishing a program of study, having a certain number of degrees, or having a certain amount of experience, and using an assessment of a teacher's actual performance as the foundation for decisions regarding hiring, tenure, licensing, compensation, and leadership roles. One major issue is that the criteria used to evaluate teachers today don't always take into account their ability to instruct. Existing policies for evaluating teacher quality either rely almost exclusively on principals' observations of classrooms, who make few distinctions between teachers and provide little useful feedback, or concentrate on teachers' course-taking histories and on paper-and-pencil tests of fundamental academic skills and subject-matter knowledge, which are poor indicators of future classroom effectiveness(Brooks & Springer, 2021).

An effective teacher evaluation approach aids in identifying the positives and negatives of each instructor employed by the organization. This enables management to evaluate the teachers at the school with knowledge and to provide teachers with constructive criticism that will help them advance their professional abilities. The system benefits in many ways from an efficient teacher evaluation methodology. It helps the educational system plan, control, and reward the work of teachers by explaining teaching concepts to instructors and defining the circumstances of their work(Wise et al., 2016).

An essential component of quality improvement is teacher evaluation. But evaluation alone won't be enough to raise teaching and teacher quality. It calls for drawing highly capable students into teaching, educating them so they can teach, inspiring them to teach, and convincing them to stick with teaching. It is crucial to understand the theoretical underpinnings of teaching before moving on to the many types and models of teacher assessment(Little, Goe, & Bell, 2009). The teaching task must be specified in a teacher evaluation system, and it must also include a system for evaluating the instructor. Teaching can be viewed as work, a profession, a craft, or an art(Wise et al., 2016). These four viewpoints offer a theoretical framework for analyzing teacher evaluation by outlining the underlying assumptions of various teacher evaluation methods.

If the teaching is taken as labor, the administrators of the school plan the teaching activities rationally and try to execute all the activities according to standard operating procedures (Broudy, Kerchner, 2013). The teacher is in charge of carrying out the curriculum as outlined and following the established norms and procedures. The lesson planning, classroom performance, and performance outcomes are all directly inspected by the instructor as part of the assessment system for teaching as labor. The head of school is viewed as the teacher's boss. According to this perspective, effective methods may be specifically identified and defined, and following these guidelines will result in the intended outcomes.

Similarly, according to the idea of teaching as a skill, teaching calls for a collection of specialized methods(Wise et al., 2016). Understanding these methods also entails understanding the broad guidelines that govern their use. The teacher is expected to do the work without explicit instructions or careful monitoring once it has been given. In this instance, evaluation is indirect and entails determining whether the teacher possesses the necessary abilities. The head of the school is viewed as a management who holds the teachers accountable for their overall performance. This method of instruction makes the assumption that universal rules for using particular techniques can be devised, and that when these rules are used correctly in conjunction with understanding of the techniques, the intended results will be obtained.

Likewise, according to the idea of teaching as a profession, teaching necessitates not only having a toolbox of specialized skills but also having the ability to make decisions about when to use those tactics(Copeland, Birmingham, DeMeulle, D'Emidio-Caston, & Natal, 1994). The teacher must be proficient in a body of theoretical information as well as a variety of methodologies in order to use strong professional judgement. Broudy makes the distinction between a craft and a profession by saying: "We ask the professional to diagnose difficulties, appraise solutions, and to choose among them. We ask him to take total responsibility for both strategy and tactics. From the craftsman, by contrast, we expect a standard diagnosis, correct performance of procedures, and nothing else (Broudy, Kerchner, 2013). Peers create the standards for professional evaluation, which places the emphasis on how competently instructors manage professional difficulties. The school administrator is viewed as an administrator who makes sure that teachers have the resources, they need to do their jobs. This point of view on education makes the assumption that standards of professional knowledge and conduct can be created, evaluated, and that their application will guarantee competent instruction.

If teaching is taken as an art, it may include the novelistic approaches and unconventional methods towards teaching. This is not meant to imply that methods or standards of conduct are disregarded: instead, it asserts that their design and application are customized rather than standard. The teaching art involves, as Gage describes, "a process that demands for intuition, creativity, improvisation, and expressiveness a process that gives opportunity for departures from what is implied by rules, formulae, and algorithms."(Broudy, Kerchner, 2013). He contends that although education makes use of science, it is not a science in and of itself because the learning environment is unpredictable. According to this perspective, the teacher must draw on a variety of resources, both professional and personal, that are specifically defined and articulated by the teacher's personality and by both the instructor's individual and group interactions with students. After the above discussion, it can be concluded that whether teaching is taken as a work, a profession, a craft, or an art, it still needs proper teacher evaluation to make it more effective.

When purposes of teacher evaluation are considered, it can be inferred that there are several purposes for teacher evaluation, which can be classified into

formative and summative stages. Summative assessment evaluates and grades teachers. Result of summative evaluation are used to decide tenure, promotions, merit raises, prizes, and dismissals of teachers. Whereas, the purpose of formative evaluation is to support and enhance teacher growth (R. J. Marzano, 2012).

According to (Sayavedra, 2013), in formative evaluation, teachers are "*participants in*, not *recipients of*, their own evaluations". Increasing teaching practises and continued professional development are the objectives of formative evaluation. It encourages critical self-reflection and goal planning and is collaborative in nature. In this perspective, (Little et al., 2009) declare the formative evaluation as "the improvement of instruction", and they say that formative evaluations are modelled after clinical supervision. Clinical supervision emphasises generating good improvements in teachers' performance in a multidirectional, supportive, and constructive manner.

The two types of evaluation should be kept distinct, according to research (R. J. Marzano, 2012), and teachers should be fully informed of the sort of evaluation occurring, who will view the reports, and where they will be maintained. Programs must decide whether methods and resources are used for formative vs summative evaluation. Studies indicates that teacher growth is more likely to occur when formative assessments and practises are employed and do not conflict with summative evaluations (NYSUT, 2014) .

Between teachers and evaluators, there must be confidence and respect while implementing an evaluation system. Trust and respect will be eroded if formative evaluations are utilised to determine accountability rather than to gradually improve instruction. A culture of fear will be fostered rather than one of growth. If the evaluation is used to decide on pay raises, or worse, dismissal, no one will want to consider and discuss their shortcomings and opportunities for improvement (Sayavedra, 2013) .

Beginning-service teachers are typically evaluated most effectively through formative evaluation and given time to reflect and make necessary modifications. Teachers must be made aware of the expectations, procedure, and tools to be utilised in evaluating students before summative evaluation is conducted. The objective is to keep a distinct boundary between formative and summative assessment(Copeland et al., 1994) .

The requirement for explicit teaching and professional development standards that instructors understand and support before being put into practise is supported by research(Heneman III, Milanowski, Kimball, & Odden, 2006). Standardization is not necessary to have standards. Effective, long-term standards encourage diversity (Hargreaves & Fink, 2004). According to studies, the system requires teachers who can think creatively and innovatively when developing classes and materials as well as when resolving issues and overcoming obstacles. We want instructors who will work with the students where they are while advancing their language and English abilities. However, we also acknowledge the extensive and in-depth body of research that outlines what makes a teacher effective and the most effective methods for teaching

and learning language. To provide a complete picture of a teacher's performance, various metrics should be used (Micheal Theal, n.d.; Richard M. Felder, 1971). To determine if various requirements are being met, various sorts of evidence are required. The major obstacles to developing a reliable teacher assessment system are those mentioned above. If the goal is to help teachers grow and improve, it's crucial to set clear expectations, realistic goals, and deadlines(del Real, 2012).

As mentioned above, teachers must be informed of the standards that define good language teachers and teaching, support those standards, and be comfortable with the evaluation tools before any evaluation procedures are conducted. According to (Richard M. Felder, 1971) providing opportunities for self-evaluation and peer input, in addition to gathering student evaluations and supervisor evaluations, is crucial if teacher growth is the goal. Formative evaluations should always be kept private, regardless of who is doing them(del Real, 2012).

Right now, a number of models are being used to evaluate the teachers' teaching performance worldwide, and each method has its own merits and demerits. The value-added model VAM is one of them. This model assesses the contribution a particular teacher makes to the development of their pupils. When predicting a student's test results for the following year, VAM considers their prior test results as well as information about their background. The analysis of the data obtained determines whether or not the students met or surpassed those goals. The average of the discrepancies between the students' actual and anticipated results is used to calculate the teacher's estimated value-added (Darling-Hammond, 2015).

It is a straightforward calculation when it comes to the benefits of VAM. In comparison to teacher observation, it takes substantially less time. Theoretically, it enables school administrators to compare like with like the teachers who work under them. Miscalculation is a serious drawback of this model. According to studies, the value-added model may misclassify teachers by up to 35% (Amrein-Beardsley & Holloway, 2019). The pupils that teachers are given may have a greater impact on their VAM ratings than their own teaching skills. The best and worst teachers can be identified using this technique, but it might be challenging to categorize those who fall somewhere in the middle. It can be challenging for teachers to keep raising student scores when they are already high.

When VAM fails to increase the score of a brilliant student, it is called ceiling effect. Teachers will receive poor ratings in the VAM if student test scores are not rising. How a student might receive high marks when already performing well is not addressed by this strategy. Real-world examples show that the value-added paradigm, while beneficial to some extent, can have negative consequences if left uncontrolled (Everson, Feinauer, & Sudweeks, 2013). However, this does not imply that the value-added approach is totally ineffective. When performing teacher evaluations, adopting VAM has a number of important benefits.

Teacher observations is also an important method to evaluate the performance of the teachers. In this method teachers are observed in the classroom while teaching. This is a sure-fire technique to get a trustworthy review because it is observed how teachers manage the classroom, the atmosphere they create for the class, the material they have prepared, and how they handle their obligations(del Real, 2012).

An observation's trustworthiness can only be as dependable as the observer. Like VAM, this model has also its merit and demerits. To obtain trustworthy and consistent results, this model's design of the rubrics is crucial. It enables administrators at schools to be fully informed of everything that occurs there. It enables administrators to view additional information in the classroom, such as the teacher's relationship with the children, their body language, and whether or not the pupils are being treated with respect. This approach has a big drawback in that it takes a lot of time to produce results that are reliable for school administrators. In such appraisal, human nature also plays a significant part, and it is a significant downside. For instance, there is a proverb that states that impressions count. If a teacher does not perform well during the initial observation, the observer's opinion of the teacher will remain unfavorable (Grissom & Bartanen, 2019).

Consequently, the observer's bias can affect how a teacher is observed. Due to the students' desire to avoid problems and the teacher's likely anxiety, both student and teacher behavior may alter when a school administrator is present in the classroom.

In addition to the observer's training, using many observers will be a wise move to obtain a more accurate assessment. As a result, bias will be diminished. According to a MET Project study, utilizing many observers for the same teachers boosts accuracy because it eliminates bias from the calculation (Leadership, 2018).

In addition to the methods already stated for improving observation, videotaping classes can also be an effective strategy. Studies like the Best Foot Forward Project discovered that videotaping teachers in the classroom has significant benefits for teacher observation (Kane, Gehlbach, Greenberg, Quinn, & Thal, 2015). It increases the validity of the evaluation. When providing feedback to teachers, school administrators can refer to video footage as a point of reference. With the help of these films, school administrators can observe teachers whenever it is convenient for them—not just during class time. Additionally, using video helps administrators and instructors see what is happening in the classroom more clearly. There is no doubt that observations play a significant role in teacher evaluations. When conducted properly, these observations can offer a trustworthy assessment of a teacher's skills and impact on their students.

To improve the validity of teacher evaluation In 1996, Charlotte Danielson created the Framework for Teaching FFT methodology. This Framework is based on four different Domains. They address the four fundamental duties of teachers, including preparation and planning, the classroom setting, instruction, and professional obligations (Hunzicker, 2017).

These domains have a total of 22 components, which cover 76 smaller teaching components. This evaluation model's objective is to make observations more insightful so that teachers and school administrators can develop their professional abilities. The Framework model has undergone a number of different validation studies, the most of which have produced results that are similar, and employing the Framework as a teacher evaluation model consistently yields favorable outcomes(Danielson, 2011). In other words, when schools employ FFT for teacher assessments, the students' grades increase and the teachers' skill sets grow.

According to studies (Danielson, 2011), the FFT model improves the school's administrators and instructors by fostering more focused conversations, increased reflection on teaching strategies, and increased feedback that is supported by data. Additionally, the majority of school administrators concurred that adopting the Framework in teacher evaluations had considerably improved the quality of dialogues with teachers. But it was also discovered that the Framework model's effectiveness was heavily dependent on how well teachers and evaluators understood it. In other words, the results improve with increased training and Framework understanding.

The Marzano Focused Teacher evaluation model is another significant model, and this model was developed by Dr. Robert Marzano and Dr. Beverly Carbaugh. This model includes the 23 essential competencies of teaching. These 23 competencies are divided into four categories: conditions for learning, standards-based planning, and professional responsibilities. The Marzano Model, which takes a similar tack to the Framework model, places equal emphasis on the classroom environment and the work that goes on behind the scenes to facilitate learning (R. Marzano, 2017).

The Marzano teacher evaluation approach is advantageous to teachers since it offers them expert recommendations, tactics for engaging students, and techniques for lesson preparation and learning objectives. Because discussions with school officials are more concentrated and teachers receive better feedback to enhance their method, this model results in an improvement in teachers' abilities. According to studies, this strategy enables students to develop and test ideas, support those hypotheses with evidence, and gradually revise their understanding.

The Teacher Effectiveness Evaluation Model is another teacher evaluation model and this model is composed of four components including the Danielson Framework, Academic Growth, the Student Survey, and the Teacher Reflection. Each element contributes to a teacher's overall score, but with varying weights. By accounting for 56% of the final score, the Danielson Framework accounts for the majority of the scoring process. Approximately 33% of the final grade is based on academic growth. Only 10% of the final score comes from the student survey, and 1% comes from the teacher reflection (Campbell, Kyriakides, Muijs, & Robinson, 2003).

Some schools use the student appraisals as a teacher evaluation method. But this model cannot give a full picture of the effectiveness of a teacher. Many

student evaluation forms don't offer teachers enough useful input to help them modify their teaching practises in an impactful way. Teachers considered a summary of students' comments to be more helpful than bubbled-in responses. Additionally, research indicates that discussing the outcomes of the student evaluations with a dependable colleague or teaching consultant may boost the "degree of improvement" in a teacher's effectiveness (Vevere & Kozlinskis, 2011).

However, it is unwise to base all high-stakes judgments simply on student evaluations. "Student ratings are frequently used inappropriately, misunderstood, and without supporting data."(Micheal Theall, 2003). It does not imply that evaluations from students should not be considered when judging a teacher. Students are in a unique position to provide feedback on the frequency of a teacher's actions in the classroom. They can provide feedback on the quantity and complexity of the assigned work, the value of the course materials, the clarity and efficiency of the teacher's communication, and the teacher's accessibility and assistance outside of the classroom. What they discovered and their satisfaction with the course. When written properly, student evaluations highlight the qualities that make a teacher popular rather than just indicating their popularity. Effective evaluations focus on the actions of the teachers. Most researches recommend that student rating forms have no more than 25 items and should be anonymous for student appraisals to be considered useful. When the evaluations are being completed, the instructor shouldn't be there. End-of-term evaluations should not be shared with the instructor before the term is over and grades have been assigned.

From the literature review, it is obvious that each teaching evaluation model has its own merits and demerits, so a combination of different evaluation models can produce better results. Literature review indicates that value-added methods, student assessments of their teachers, and model-based teacher observations are the three key components of teacher evaluation that should all be taken into account in harmony. School administrators can gain a comprehensive grasp of what is happening in their school and how it is affecting pupils by balancing these three aspects. The ultimate goal of the teacher evaluation model is to have students who fully benefit from their education and teachers who continuously improve their skills in the classroom.

Experts come up with various plans to create professional development programs worldwide in light of the outcomes of the teacher assessment techniques. The purpose of such professional development programs is to improve the quality of education by equipping the teachers with better teaching methods and techniques. These professional development programs include both pre-service and in-service programs. Pre-service teacher training programs are those that educate and prepare aspiring teachers before they begin teaching. Pre-service teacher education is offered through higher education institutions all around the world and is based on two main paradigms(Sharma & Sokal, 2015). One is the sequential model, where a teacher first earns a grade in one or more areas (often a degree), then studies for an extended period to earn an additional teaching credential. The second is a competitive approach, in which an aspiring teacher concurrently acquires

pedagogical abilities and subject-matter knowledge. This assists the individual in obtaining a degree or teaching certification for a particular subject(Freeman, Simonsen, Briere, & MacSuga-Gage, 2014).

In order to provide the continuous professional development training to teachers worldwide different in-service training programs are organized. In-service teacher education provides learning opportunities for practicing teachers. By offering planned and systematic instruction within the educational setting, in-service education is intended to support the teacher's ongoing professional growth once they enter the teaching profession. These continuing education courses assist abecedarian teachers in integrating academic theory into real-world classroom situations. It also helps new instructors integrate cutting-edge technologies and information into the educational system (Halai, 2006).

Right now, there are many teachers' evaluation methods are present. Based on the teacher evaluation model, educationists make different pre-service and in-service programs for the professional development of the teachers. Currently, a variety of pre-service training programs are running throughout Pakistan. All the public and private universities are offering different programs for students like undergraduate and post graduate degrees in teacher education.

To provide the in-service training to teachers, Directorate of Staff Development (DSD) is playing a crucial role in this regard. Originally known as the Education Extension Centre, the Directorate of Staff Development (DSD) was founded in 1959 but changed its name to DSD in 1994. The DSD was established to act as the primary body in charge of coordinating governmental and private sector teacher development programs. The Directorate of Staff Development is committed to developing the pedagogical knowledge and skills of public-school teachers in Punjab via a continuous process of professional development. It provides in-service training to the teachers of public school(Akhtar, Saleem, & Awan, 2017).

DSD launched a CPD program for elementary school teachers in 2006 to help them advance their careers. In order to provide elementary school teachers with mentorship, follow-ups, pedagogical assistance, and in-service training, DSD built a support network. Based on the number and location of PSTs in each district, Cluster Training and Support Centers (CTSCs) were established as clusters of schools within each district. District Teacher Educators DTEs were selected from the teaching faculty and trained to instruct PSTs in CTSCs under the auspices of DSD.A District Teacher Educator's (DTE) responsibility was to provide continuing, on-the-job assistance to other elementary school teachers in order to raise the level of student learning. Mentorship, monitoring, and assessment are the three basic categories of the assignment given to DTE (Akhtar et al., 2017).

However, the DTEs were replaced by the Assistant Education Officers AEOs in 2017**.** Assistant Education Officers (AEOs) are mobile administrators and supervisors hired by the School Education Department, Government of Punjab. The main responsibility of AEOs is **to** ensure the delivery of quality

education. In order to ensure the delivery of high-quality instruction, the AEO checks to see if the teacher often provides feedback to students on their work. AEOs give instructors with specific guidance, direction, and assistance in the areas of classroom management, the delivery of high-quality lessons, and the execution of the lesson plan during their school visits. (Ghulam Behlol & Parveen, 2013).

They also mentor, monitor, examine, and assess how well teachers are performing in classrooms. Additionally, AEOs watch each elementary teacher in the classroom at least twice a month and evaluate the teacher's performance based on the eleven indications included on the COT form for classroom observation. On the basis of 11 standards practices, the AEO provides the instructor a score between 1 and 5 on the COT Classroom Observation Tool. The lowest performance is represented by a score of 1, and the highest is represented by a score of 5. The detail of these standards practices is mentioned at the end of the literature review. On the base of COT results, AEOs identify which teachers need training and mentoring. They select a group of teachers each month on the base of the COT result, and then they arrange Teacher Forum Meeting TFM of elementary School Teachers PSTs at the Markaz level. In these TFMs, teachers who get marks less than average are trained through innovative teacher support program ITSP. The present study showed that how ITSP through TFM is helping the elementary school teachers to improve their pedological skills.

STATEMENT OF THE PROBLEM

This work will indicate that how AEOs are helping the teachers of public schools to improve their teaching methodology through innovative teacher support package.

RESEARCH OBJECTIVE

- To improve the teaching performance of elementary school teachers through innovative teacher support package.

HYPOTHESIS

H01 There is no significant effect of innovative teacher support package on elementary school teachers' teaching performance.

H1 There is significant effect of innovative teacher support package on elementary school teachers' teaching performance.

Significance of study

This study indicates that Classroom Observation Tool COT is an effective tool to evaluate to teacher's performance. Moreover, results of this study also indicates that Innovative Teacher Support Package ITSP (im-service training) is also playing an important role to enhance the professional skills of the teachers.

METHODOLOGY

As for the research design of this study is concerned, it uses a qualitative approach. This study employs a qualitative methodology to examine the teachers' performance, evaluations of their work, training, and the effects of that training on their evaluations. In order to identify the teachers' teaching issues in classroom, a highly standardized classroom observation tool COT is used. Moreover, after collecting the teachers' data through COT, this study uses causal comparative approach to compare the data before and after the training. A causal-comparative method analyses pre- and post-training data to identify the influence of an independent variable on a dependent variable. The ITSP is the independent variable in this study, whereas teacher performance is the dependent variable. The detail of both has been discussed in literature review. So, this work observes the change in the performance of teachers as a result of the ITSP.

Population

The population of this study are the Elementary School Teachers PSTs of the public schools of the district Multan, and this study targets only the PSTs of the elementary wing of the district Multan. District Multan is divided into four Tehsil (sub-districts) which are Multan City, Saddar, Shujabad, and Jalal-pur-Peerwala, and each tehsil is further divided into Markaz-a Markaz is a group of schools that is assigned to AEOs-. A Markaz may contain schools from 12 to 18. The students studying in the schools of these Markaiz belong to middle class and lower middle-class families.

Sampling

This study only takes into account public elementary and elementary schools in the Tehsil Multan Saddar in the Multan District. The elementary wing of the District Multan contains 1074 elementary and elementary schools, and these schools contain 4340 PSTs teachers. Whereas Tehsil Multan Saddar includes 403 elementary and elementary schools in which 1545 PSTs are teaching. Furthermore, Tehsil Multan Saddar is further divided into 30 Markaiz. Tehsil Multan Saddar is the sample of this study. Purposive sampling technique is used for this study. Purposive sampling is a technique used by qualitative researchers to discover individuals who can provide in-depth, complete information on the issue under investigation. The qualitative researcher develops the standards that each participant must meet in order to be included in the research project. The 65elementary schools' teachers who showed low performance as per the criteria of Classroom Observation Tool (COT), from the Markaiz of Tehsil Multan Saddar are the sample of the present study. To ensure that the sample is truly representative of the population, two teachers from each Markaz were selected.

Instrument

In order to collect the data, a highly standardized tool- Classroom Observation Tool COT- developed by the educationists of the Quaid-e-Azam Academy for Educational Development QAED, Punjab was used. This tool contains 11

different teachers' teaching practices, and assistant education officers AEOs have evaluated the teachers' teaching performance on the base of this tool through classroom observation. The details of these eleven practices have been discussed in literature review. In this study, on the base of COT results, AEOs have identified the teachers in their respective Markaz who need training and mentoring. After identifying the low performing teachers, the AEOs had arranged Teacher Forum Meeting TFM of Elementary School Teachers ESTs at the Markaz level. In these TFMs, teachers who got below average scores are trained through innovative teacher support program ITSP. The Innovative Teacher Support Package (ITSP), is a program for ongoing professional development. An android app is available for this course. The knowledge is offered in a digital format and covers 11 distinct teaching techniques. It also includes articles, videos, and infographics on good teaching techniques. So, COT and ITSP are two significant instruments for this study.

DATA COLLECTION METHOD

In this study, first of all, teachers' teaching methods were observed by the AEOs through classroom observation, and teachers' teaching styles were evaluated against eleven practices mentioned in COT form. Each practice had score from 1 to 5. In this study, AEO ranked the teacher from scores 1 to 5. A score of 1 represents the poorest performance, whilst a score of 5 signifies excellence. According to this approach, a teacher could get a maximum of 55 scores and he could get a minimum of 11 scores. After analyzing the data, the teachers who scored below 33 were identified by the AEOs, and these teachers were given training through ITSP in monthly Teacher Forum Meetings. The detail of ITSP has been discussed in literature review. After the training, these teachers were again observed by the AEOs through the prism of COT. The results of these teachers before and after the ITSP training were examined at the end. On the base of which conclusion is prepared.

DATA ANALYSIS

Main statistics used for data analysis are repeated measures paired sample t test. Paired sample t-test is used to find out the difference between pre-training and post-training mean score of the same group.

Table 1: Comparison of Teachers' performance on the basis of pre-training and post-training scores

Groups	M	SD	t-value	df	Sig. (2-tailed)
Pre-Training group	116.49	2.398	-15.970	64	.000
Post-Training group	141.77	9.583			

Note. N=65, p=0.05

Here, Table 1 compares the same group on the basis of training scores which the participants achieve before and after the training. This table's values indicate that after training, the group's post-training ratings show improvements (mean=141.77, SD 9.583). Repeated measures paired sample t-

test statistics reflect statistically significant difference between pre and post training scores of same group, $t(64)=-15.970, p<0.001$. It can be concluded from the improved scores of the groups after the training that this improvement has happened due to due to the involvement of innovative teacher support package.

So, the aforementioned statistics do not support the null hypothesis Ho1 "There is no significant effect of innovative teacher support package on elementary school teachers' teaching performance." and an alternate hypothesis H_1 "There is significant effect of innovative teacher support package on elementary school teachers' teaching performance was accepted.

CONCLUSION AND DISCUSSION

The analysis of the results indicates that teachers' performance in eleven practices of COT has improved in the following way, for instance, before ITSP training in practice one - The instructor articulates the lesson's objectives and links classroom activities to those objectives - some teachers did not state the lesson objectives, but now they do after the training. Similarly, in practice two - The instructor's description of the material is clear and accurate - the explanation of the content of most of the teachers was very confusing before the training, but after training a significant improvement has been observed. As far as the practice three of the cot is concerned- either teacher links the classroom knowledge with students' daily life- Many educators were unable to relate what is being taught to other subject matter or to students' daily life; however, after the training the teachers meaningfully connect the lesson to other content knowledge or to student's daily lives. In the same way, a significant improvement has been observed in practice four- The instructor acts out, thinks aloud, or displays a final output that is expected of the pupils-. Before training teachers did not model, but now after the training most of the teachers completely model the learning activity by enacting or demonstrating all parts of the procedure and/or by thinking aloud.

Likewise, a remarkable improvement has also been observed as a result of ITSP in practice five – either teacher try to determine the student's level of understanding by asking different questions – of the COT. Before the ITSP training the teachers either did not ask questions/prompt from students at all OR when they did, the class's synchronized response is accepted without further clarification for comprehension. However, after the training of the teachers through ITSP this attitude has been changed completely. Now teachers use different strategies to identify either the students' concepts are clear regarding the topic. Similarly, the practice six – does teacher randomly check students' work after assigning any task as a classroom activity– of the COT has also shown improvement after the training. After the training, teachers started to monitor the majority of pupils by pacing the classroom and approaching individuals or small groups to assess their comprehension. However, this practice was not active significantly in the past. The term -does the teacher's method is flexible and does he try different techniques to go to the student's level of understanding through these techniques to enlighten him the concept - is a practice number seven of the COT, and teachers have improved this practice too as a result of ITSP training. In the beginning, the

teachers did not adjust teaching for students, and the content was either too easy or too difficult for most if not all students. However, after the training the teachers started to differentiate teaching, adjust content and is teaching at the right level for all students. Practice eight - the instructor provides detailed feedback to help students clarify misconceptions and comprehend accomplishments. - of the COT has also improved as a result of training. Now, teachers consistently provide students with specific, timely comments about their work during lecture. These comments provided by the teachers not only eliminate the students' misconception and but also help them to get clear understanding of the topic, and teachers' performance in this practice was not satisfactory before the training.

In the same way the practice number nine - the teacher asks thinking questions – has also improved as a result of ITSP training. As a result of training, now, teachers pose questions throughout the session to stimulate higher-level thinking, whereas in the past they required a simple yes/no response or memorization of information. The ITSP training has also brough improvement in the practice number ten - The teacher provides thinking tasks-. Before the training the teachers do not provide thinking tasks. However, after the training the teachers started to provide high level thinking tasks. High-level cognitive activities include formulating predictions, recognizing patterns, explaining thought, establishing connections, evaluating information, and applying knowledge to new contexts. This training has also improved the eleven and the last practice -the teacher responds to students' needs- of COT significantly. Prior to the training, teachers were unaware of their pupils' requirements and did not address the issue at hand. However, as a result of the training, instructors are now responding to kids' needs in a manner that explicitly tackles the issue at hand.

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