

## **School Site Visit Guide**

### PRE-ASSESSMENT

Name of School: MHSF Kaseese Branch District/Province: Hafizabad/Punjab

Date of Visit: 13<sup>th</sup> April 2012 Day of Visit: Thursday

Arrival Time: 9:20 am Departure Time: 1:30 pm

Name(s) of Surveyor: Rabia & Anam

Student Enrollment (Take from school register yourself): **Prep Jr: 30** (boys: 21, girls: 9) **Prep Sr: 50** (boys: 32, girls: 18) **Class 1: 58** (boys: 41, girls: 17) **Class 2: 31** (boys: 28, girls: 3) **Class 3: 36** (boys: 30, girls: 6) **Class 4: 44** (boys: 35, girls: 9) **Class 5: 30** (boys: 23, girls: 7) **Class 6: 21** (boys: 18, girls: 3) **Class 7: 16** (boys: 12, girls: 4) **Class 8: 14** (boys: 9, girls: 5)

Student Attendance **Today:** Class1: 56 Class 2: 27 Class 3: 35 Class 4: 42 Class 5: 29 Class 6: 21 Class 7: 16 Class 8: 13

Number of teachers: 26

Number of teachers present **today:** 24

### INFRASTRUCTURE

	Yes	No	Unobservable	Notes
<b>Structural and Physical Conditions of School</b>				
Generally speaking, the school buildings are sturdy and in good physical condition (e.g., no peeling paint, exposed plaster, broken windows, etc.).	✓	<input type="checkbox"/>	<input type="checkbox"/>	As the school is still undergoing construction, it requires some work including paint, a railing for the staircase, windows, etc, but in terms of what has already been built, the building is in a good condition
School buildings and grounds have a welcoming and hygienic	✓	<input type="checkbox"/>	<input type="checkbox"/>	Campus is hygienic and welcoming at large although

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appearance (e.g. garbage cans, soft boards, playground, etc.).				there is room for improvement, primarily because of undergoing construction
School buildings provide adequate protection from the elements (rain, heat, cold, wind, dust).	✓	<input type="checkbox"/>	<input type="checkbox"/>	However, the new rooms need windows as soon as possible, and especially prior to monsoon
The school has a boundary wall.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Facilities</b>				
There is a staff room/working facility for teachers to communicate with each other.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
School has a designated library.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
School has a functional computer lab.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Washrooms</b>				
Washrooms seem to be safe (locks present, privacy, no slippery floors, enough lighting, etc.).	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Washrooms are in good working order.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Washrooms and sinks are clean and sanitary (adequate supplies, soap, towel, etc.)/	✓	<input type="checkbox"/>	<input type="checkbox"/>	No supplies but clean other wise
There are separate washrooms for girls.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Drinking Water</b>				
Students and staff have ongoing access to clean drinking water.	✓	<input type="checkbox"/>	<input type="checkbox"/>	Purified water taps, hand pumps, coolers in every class
<b>Playground</b>				
There is a playground available for students to play during recess.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Structural and Physical Conditions of Classrooms</b>				
The classroom has adequate ventilation and the temperature is comfortable.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
The classroom lighting is adequate for students to work.	✓	<input type="checkbox"/>	<input type="checkbox"/>	

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The classroom is clean and orderly (the floor is clean, the tables are orderly, no garbage on the floor).	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Outside noise does not affect communication within the classroom.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Students are not crowded into classrooms. It seems that students have enough room to work comfortably.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Students each have a chair or bench to sit on while working.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
There is a blackboard/whiteboard in the classroom that all students can see clearly from their seats.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Posters, artwork, maps, or examples of student work appear on the walls of the classroom.	✓	<input type="checkbox"/>	<input type="checkbox"/>	

## ACADEMIC INSTRUCTION

With the permission of the Principal/Head Teacher the Surveyor should visit a 5<sup>th</sup> grade classroom at a Primary School or 8<sup>th</sup> grade classroom at a Secondary School for a full classroom period to observe instructional style and methods. Please choose a course between English, Urdu and Mathematics (If you are able to attend more than one class, please go ahead).

Name of the Teacher: Maqbool

Class/Section: 5 A Subject and Topic being taught: Mathematics (whole numbers)

No of children present: 14 No of boys present: 14 No of girls present: 0

Lesson started at: 10:05 am

Lesson ended at (or time you left the class): 10:40 am

	Yes	No	Unobservable	Notes
<b>Instructional Methods</b>				
Does the teacher have a written lesson plan prepared for the day? Ask to review the teacher's lesson plan for the class period. At the end of the class, ask that she/he explain the day's lesson to you (this exercise can be conducted during the teacher interview section if you are working with the same teacher).	<input type="checkbox"/>		✓ <input type="checkbox"/>	Lesson plans for this year will be handed out tomorrow. The teacher followed the term plan during class and we were able to see the previous year's lesson plans which seemed adequate
The teacher seems to be organized, prepared and is adequately able to conduct the day's lesson.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher adequately addresses	✓	<input type="checkbox"/>	<input type="checkbox"/>	

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questions or confusions that may arise.					
Students are actively engaged in classroom discussions (with the teacher or with other classmates).	✓	<input type="checkbox"/>		<input type="checkbox"/>	As it was a mathematics class there was no discussion as such but there was active class participation in terms of answering questions
The students spend little time (less than 40%) <i>copying</i> the lesson from the textbook or chalk book into their notebook.	✓	<input type="checkbox"/>		<input type="checkbox"/>	
The teacher relates information presented in the lesson to the students' lives outside of the classroom.	<input type="checkbox"/>	<input type="checkbox"/>		✓	

## ACADEMIC ASSESSMENT


Please select 18 students (9 girls and 9 boys) at random from class 5 for the Academic Assessment section of the site visit. Each child's assessment must be conducted on a one-on-one basis without the presence of any teachers. The school would be informed prior to your arrival to allocate you space for this purpose. Please ask them to guide you to the room and begin assessment. Each assessment (per child) should take you approximately 15 minutes.

### English Language Assessment

**Number of Students in Assessment:** 10 (should be at least 6)

Number of girls: 5 (should be at least 3)

Number of boys : 5 (should be at least 3)

	Total Tested at Level	Total Passed	Tool
Letters	10/10		

Words	10/10	<div> <div>Common simple words</div> <div> both    step  cup  out    rope  dog  hat    key </div> </div>
Sentences	10/10	<div> This is a big monkey.  He lives on a tree.  He likes to jump.  He also likes bananas. </div>
Story	10/10	<div> <div> <p>(please note that some students had difficulty in pronouncing the words beak and dropped)</p> </div> <div> <div>Std. II level text</div> <div> A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there were many more trees. The big tree was happy. </div> </div> </div>
Comprehension	9/10	

## Mathematics Assessment

**Number of Students in Assessment:** 10 (should be at least 6)

Number of girls: 5 (should be at least 3)

Number of boys: 5 (should be at least 3)

	Total Tested at Level	Total Passed	Tool
Number Recognition (1-9)	10/10		<div> <div>3</div> <div>7</div> <div>1</div> <div>4</div> <div>8</div> <div>9</div> <div>5</div> <div>2</div> </div>



<p>Number Recognition (10-100)</p> <p>10/10</p>	<div>65</div> <div>38</div> <div>92</div> <div>23</div> <div>47</div> <div>72</div> <div>56</div> <div>87</div> <div>29</div> <div>11</div>
<p>Subtraction</p> <p>10/10</p>	<div>51</div> <div>- 35</div> <div>67</div> <div>- 48</div> <div>84</div> <div>- 49</div> <div>73</div> <div>- 36</div> <div>56</div> <div>- 37</div> <div>31</div> <div>- 13</div> <div>45</div> <div>- 18</div> <div>43</div> <div>- 24</div>

<div>Division</div> <div>8/10</div>	<div>7) 919(</div> <div>6) 769(</div> <div>8) 983(</div> <div>4) 513(</div>
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### Urdu Language Assessment

**Number of Students in Assessment:** 10 (should be at least 6)

Number of girls: 5 (should be at least 3)

Number of boys : 5 (should be at least 3)

	Total Tested at Level	Total Passed	Tool	
Letters	10/10		گ	ج
			ث	غ
			ط	م
			ر	ب
Words	10/10		انار	رنگ
			کاغذ	ورق
			میز	جوتا
			امرود	بس
			طوطا	

Sentences	10/10	<p>میں نے ایک طوطا پالا۔  اس کا رنگ سبز ہے۔  وہ امرود کھاتا ہے۔  وہ باتیں بھی کرتا ہے۔</p>
Story	10/10	<p>آج چھٹی کا دن ہے۔ موسم بھی بہت  پیارا ہے۔ ہم آج سیر کو گئے۔ امی  نے اچھے اچھے کھانے بنائے۔ ابو  بازار سے پھل لائے ہم سب مل  کر دریا پر گئے۔ کشتی کی سیر کی۔  سب نے مل کر کھانا کھایا۔ سب  کو خوب مزہ آیا۔ ہم شام کو واپس  آ گئے۔</p>
Comprehension	10/10	

## TEACHER INTERVIEWS

Select three teachers at random from the school. If both male and female teachers are present, interview at least one male and one female teacher for this purpose. Interviews must be conducted on a one-on-one basis and without the presence of any third parties (including teachers, students, supervisors and administrators). The school would be informed prior to your arrival to allocate you space for this purpose. Please ask them to guide you to the room and begin the interview. Each interview should take you approximately 10 minutes.

	Yes	No	Unobservable	Notes
<b><i>School Climate</i></b>				
Do you feel safe and secure at this school?	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Do students and teachers treat each other with respect?	✓	<input type="checkbox"/>	<input type="checkbox"/>	
<b><i>School Administration</i></b>				
Do you feel you have adequate support from school administrators at your school?	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Are you evaluated on a regular basis?	✓	<input type="checkbox"/>	<input type="checkbox"/>	
How are you evaluated?				Model lessons and observation
Is this process fair and equitable?	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Are you involved, in any way, in the school's decision-making process?	✓	<input type="checkbox"/>	<input type="checkbox"/>	"Even on small decisions, meetings take place to include us in the process," said one teacher
Do you feel comfortable voicing concerns or suggestions for school improvement?	✓	<input type="checkbox"/>	<input type="checkbox"/>	
What avenues are available to voice your suggestions or concerns?				Meetings with supervisors and the principal, informal conversations
Teachers are able to list at least one avenue for voicing their suggestions or concerns.	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Are yearly or bi-yearly targets or	✓	<input type="checkbox"/>	<input type="checkbox"/>	Term plans are handed out

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goals for academic achievement articulated to the teachers and staff at this school?					
<b>Development, Training, and Support</b>					
Do you feel that you received adequate teacher training before coming to this school?	✓	<input type="checkbox"/>	<input type="checkbox"/>		"I was able to learn more during my 14 months at Ali Institute than I was able to in 14 years of my education," said one teacher
Are you given an ongoing opportunity to learn better teaching techniques through workshops, trainings, or seminars?	✓	<input type="checkbox"/>	<input type="checkbox"/>		Monthly workshops, occasional seminars and trips to Ali Institute for selected teachers
Do you have effective lesson plans for each class?	✓	<input type="checkbox"/>	<input type="checkbox"/>		
Do you create the lesson plans or does the school provide them?	✓	<input type="checkbox"/>	<input type="checkbox"/>		The school provides the format while the teachers create the plans every Saturday and get them approved by the in charge or Head Teacher
Do teachers provide each other with helpful feedback or tips (ie. Are willing to help each other when needed)?	✓	<input type="checkbox"/>	<input type="checkbox"/>		
Do you have adequate materials and supplies to effectively teach desired lesson plans?	✓	<input type="checkbox"/>	<input type="checkbox"/>		One teacher stated that at times they have to manage themselves- eg since the school doesn't have a coloured printer they have to draw the pictures
Do teachers provide each other with helpful feedback or tips (ie. Are willing to help each other when needed)?	✓	<input type="checkbox"/>	<input type="checkbox"/>		
Are you happy with the training you have received?	✓	<input type="checkbox"/>	<input type="checkbox"/>		
What is the leave policy?					1 casual leave per month, 10 sick leaves per year, 15 marriage leaves per year, 45 maternity leaves per year. If one takes more than 30 unpaid holidays their increment is denied. The increment is based on the teacher's grades after they are evaluated.
If you are not present, what happens to the class you are responsible for?					"There is a substitute teacher always in place. We leave a note stating where the class is at. Our lesson plans are also in the school and the substitute has access to them so that they can manage without us if need be."

## PARENT AND COMMUNITY INVOLVEMENT

Interview at least 2 mothers and 2 fathers for this purpose. The school will arrange for the parents to come to the school premises. Please note that each parent should be interviewed on a one-on-one basis and without the presence of any third parties. Each interview will take approximately 15 minutes. In addition to these 4 interviews, you should attempt to speak to more parents at home time to gather multiple perspectives and verify opinions

	Yes	No	Unobservable	Notes
<b>Parental Needs and Attitudes</b>				
Which other schools did you consider besides this one for your child?				Greenland (Hafizabad City), private academies or none
Why did you ultimately choose this school?				All parents stated that they had heard that MHSF schools provide quality education
What is your opinion of the fees at this school (too high, reasonable for the quality of education being provided)?				All parents stated that the fee is high and difficult to manage but agreed that in terms of the quality of education they are not willing to make it an overriding obstacle. Most of the parents we spoke to were also getting concessions.
Do you believe that your child is receiving a high-quality education at this school?	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Does your child feel happy and prideful when attending this school?	✓	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Parent and Community Involvement</b>				
Does school staff keep you informed of your child's academic	✓	<input type="checkbox"/>	<input type="checkbox"/>	

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progress (at least twice during the school year)?					
Does the school staff talk to you about how to support your child with his/her academic studies?	✓	<input type="checkbox"/>	<input type="checkbox"/>		While all parents answered in the affirmative and gave examples (eg. School advises tuition if need be, asks them to ensure that students give x amount of time to homework, etc) one of the mother's was indifferent and stated that there was nothing the family could do as they are uneducated themselves
Do you feel comfortable voicing concerns or suggestions for school improvement?	✓		✓	<input type="checkbox"/>	3/5 parents said they feel very comfortable while 2 did not seem to agree. One stated that she feels that if she asks the school to facilitate her child better, they will ask her for more money
Does this school have an active Parent Teacher Association (PTA) or School Management Council (SMC)?	✓	<input type="checkbox"/>	<input type="checkbox"/>		All parents stated that this was 4-5 times a year
What does the PTA do?					
Parents are able to articulate what the PTA does.	✓	<input type="checkbox"/>	<input type="checkbox"/>		"Provides report cards, student assessment, advises us on how to support the students."
Have you ever attended such a meeting?	✓	<input type="checkbox"/>	<input type="checkbox"/>		
What are the main things you'd like to see improved at this school?					Common suggestions: Reduce fees, improve my child's academic record, use the generator more regularly (it is currently used 3 hours a day. The electricity is gone 20/24 hours on average). Two parents also stated that everything is great as it is and does not require any improvements.



**Thank you for your time and input!**