



# **Early Grade Reading and Mathematics Initiative (RAMP) Time-on-Task Study Report**

March 12, 2023

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## LIST OF ABBREVIATIONS

CPD	continuing professional development
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ETC	Supervision and Educational Training Managing Directorate
FCDO	United Kingdom Foreign, Commonwealth, and Development Office
G1	grade 1
G2	grade 2
G3	grade 3
IRR	inter-rater reliability
K2	kindergarten 2
KG	kindergarten
MOE	Ministry of Education
NCCD	National Centre for Curriculum Development
RAMP	USAID Early Grade Reading and Mathematics Initiative Extension
RTI	RTI International
USAID	United States Agency for International Development

## INTRODUCTION

The Early Grade Reading and Mathematics Initiative (RAMP), co-funded by the U.S. Agency for International Development (USAID) and the United Kingdom Foreign, Commonwealth, and Development Office (FCDO), is designed to support Jordan's Ministry of Education (MoE) in implementing large-scale, innovative, early grade reading and mathematics programming aimed at improving children's reading and mathematics performance in government primary schools. The project began on January 1, 2015, and was scheduled for run for 5 years, but was extended until December 2022. RAMP was formally launched by Her Majesty Queen Rania Al-Abdullah as part of the broader MoE initiative to improve education. RAMP is meant to improve the quality and coherency of the different aspects of reading instruction (including curriculum, assessment, teaching and learning material, teacher training, and coaching).

RAMP is a nationwide effort designed to improve the reading and mathematics skills of students in Jordan in kindergarten 2 (K2) through grade 3 (G3). RAMP has been carried out for nearly 7 years and has delivered improved reading and mathematics instruction to all public-school students in Jordan in grades K2–G3—approximately 400,000 students, and targeting 15,000 early grades teachers. RAMP's effectiveness and impact were evaluated by means of, among other activities, midline (2017) and endline (2019) surveys. RAMP conducted a midline study in May 2017 to measure the project's impact in its first 2 years. An endline study was conducted in May 2019 to measure RAMP's impact to date and the progress of the initiative toward the RAMP indicator targets. A learning loss study was conducted in February 2021 to measure the impact of school closure on students' proficiency in reading and mathematics. Another early grade reading assessment (EGRA) and early grade mathematics assessment (EGMA) study will be conducted in May 2023.

The 2019 endline evaluation conducted after 5 years of implementation showed that reading foundational skills had improved (i.e., letter sounds, syllable sounds, and invented words). While oral reading fluency (i.e., reading a story aloud) did not improve significantly, reading comprehension improved. Therefore, the 2019 endline report for the first phase of RAMP recommended a study to assess the amount of time in a school day that students learn and work actively and the amount of time that students spend reading and engaged with print materials. This was recommended to help determine the differences between schools that had shown growth while participating in RAMP interventions and those that had not shown growth.

A common assumption in education holds that the more time students spend on a task the better their learning outcomes. This assumption was identified by Carroll (1963) as the time-on-task hypothesis. This hypothesis was examined by many researchers to demonstrate that learning is a result of time spent on specific learning or tasks (Cobb, 1972; Fredrick & Walberg, 1980; McKinney, Mason, Perkinson, & Clifford, 1975). Policy makers and practitioners also had an interest in research on time-on-task to inform different interventions that aim to increase the instructional time or to study the quality of instructional time.

Despite the extensive body of research, the relationship between time spent on task and learning is still vague as many studies yielded mixed findings. Research found a positive relationship between time spent on learning and achievement; however, the correlation strength fluctuated across the research (Kovanovic et al., 2015; Moffett & Morrison, 2020).

One reason behind this variation in the strength of the correlation between time-on-task and learning is that not all tasks are beneficial for learning, therefore they do not lead to equal learning across the tasks. Another reason for the mixed findings, besides the differences in methodology and tools, is the differences in the operational definition of time. For instance, time in some studies is defined at the student-level and measured as on-task behavior, engaged time, and attention (Godwin, et al., 2016). In some studies time is defined at the classroom-level and measured as the time spent on different subjects

and activities (Baker, Fabrega, & Galindo, 2004). Other research defined time as the length of the school year and day, and the number of years of schooling. Given these variations in the definition of time in different research and literature, the lack of consistency in findings is expected.

On the other hand, much research examined the relationship between time and achievement by developing measures of time that gather information on (1) the scheduled time of the school day, (2) time of instruction (time spent on instruction, subtracting any disruption), (3) the time the students are engaged in the tasks or in the lesson, and (4) the level of engagement of students during the instructional time. Karweit & Slavin (1981) used this methodology in their research observing mathematics lessons in 18 elementary classrooms. The findings of their study showed that only the time of engagement and level of engagement were significant predictors of student achievement in fourth and fifth grades. This study and others emphasize the importance of the quality of tasks rather than the time allocated for the learning.

The time-on-task study conducted by MoE and RAMP explores three main aspects of instructional time in grade 1 (G1), grade 2 (G2), and G3 classrooms: (1) how is time allocated throughout the school day, (2) how is that time used to teach various subjects, and (3) the presence of effective instructional approaches used to teach Arabic.

The study examined schools where students have shown growth in reading skills and in schools where growth in reading skills has not been realized. To do this, schools were purposely sampled based on 2019 EGRA results and the 2019 Lot Quality Assurance Sampling survey. The design includes conducting classroom observations throughout the school day and interviewing the corresponding teacher and school principal.

It is very important to observe the classroom at different intervals to see the methods used by teachers to teach reading and literacy skills, as these methods play a significant role in helping learners acquire foundational reading and literacy skills (August & Shanahan, 2008; National Early Literacy Panel [NELP], 2008; National Institute of Child Health and Development [NICHD], 2000). Developing foundational skills through explicit instructional methods that focus on oral language skills such as phonological awareness followed by identifying the relationship between the sounds and symbols has a key influence on reading proficiency.

In 2-minute intervals, the study team observer recorded what teaching methods the teacher used, the engagement of students, and the type of materials being used, as well as more detailed information about the unit of language and the type of tasks being implemented. These data are collected to study the differences in terms of time allocated for the Arabic language and other resources and differences in methods between the high-growth and low-growth schools that can explain the differences in student performance between these two types of schools.

## **1. RESEARCH QUESTIONS**

The time-on-task research study, co-developed by the RAMP team and Jordan's MoE, aims to understand how time is allocated throughout the school day, how that time is used to teach various subjects, and the presence of effective instructional approaches used to teach Arabic. Below are the specific sub-questions pertaining to the time tracker and time-on-task, and the relevant principal and teacher interview questions.

### **Time Tracker:**

- How much time is allocated in the day for instruction?
- How much time is allocated to the various subjects? (Arabic, art, mathematics, physical education, religion, science, social studies)

- What skills are addressed in the instructional time?

#### **Time on Task:**

- What is the unit of language that is taught or referenced? (e.g., letter, story)
- What materials are used for instruction? (e.g., book, oral)
- What is the expected student response? (e.g., read, listen)
- What organizational structures do teachers predominantly use? (e.g., whole class, individual)
- What is the significance of the instruction for students to advance their learning?
- What effective literacy instructional pedagogical behaviors are seen during the Arabic lesson?

#### **Principal Interview:**

- What do principals identify as going well at their schools?
- What do principals identify as a need for their teachers?
- What materials provided by RAMP do schools use?

#### **Teacher Interview:**

- What do teachers enjoy about teaching Arabic?
- What do teachers identify as a need to improve?

## **2. METHODOLOGY**

### **2.1 Participants**

Schools were selected randomly from a provided list of high-growth and low-growth schools based on the results of the 2019 RAMP endline survey. For this study, the high-growth schools were the schools where students showed growth in reading skills based on reading comprehension and zero scores, and the low-growth schools were the schools where growth in reading skills has not been realized or where there was a decline in reading comprehension and/or increase in zero scores. All the schools that were randomly selected in 2019 were studied to identify the low- and high-growth schools based on zero scores and gains in the comprehension task. The sample included a total of 34 schools: 16 high-growth schools and 18 low-growth schools.

In each school, one G2, one G2, and one G3 classroom were observed. Assessors observed 367 classrooms, and 101 of the observations were Arabic lessons. The average class size was 28 in G1, 27 in G2, and 29 in G3. In total, 91 teachers were interviewed, and 34 principals were interviewed once.

Assessors were distributed into seven teams, each team consisting of three to four assessors. One assessor was assigned to be the coordinator responsible for administering the questionnaires with the principal and teachers in each school and planning for the next day's visit.

### **2.2 Instruments**

The RAMP and MoE team updated the instruments that were used in the previous time-on-task study in the West Bank and Gaza in 2019. The updated English tools are provided in *Annex I* and include the following.

**Timed Lesson Observation:** This instrument was adapted from a pre-existing tool (Jukes et al., 2016). This tool documents a snapshot of the classroom instruction in every 2-minute interval. The tool

captures 6 main areas of what is happening in the 2-minute interval: instruction, language part, materials, student response, focus, and significance, which is about the quality of the tasks given to students.

**Time Tracker Tool:** This instrument is used to track the time throughout the entire school day. The tool documents the starting of the school day in the classroom and the time spent on each subject, as the time is coded to classroom events for the different subjects (Arabic, mathematics, science, etc.). Start and end times for each classroom event are noted.

**Binary Checklist:** This instrument is used to collect information on teachers' pedagogical literacy practices and resources used during Arabic lessons. The assessor who observes the timed lesson completes the binary checklist immediately following an Arabic lesson to collect more information about teacher practices in teaching oral language, decoding, fluency, comprehension, and writing as well. The assessor also writes a short description of what they observed in the Arabic lesson, to compensate for any deficiencies in the observation tools.

**Teacher Interview:** This instrument was adapted for this study from the Palestinian time-on-task study. Most of the questions are open-ended and ask about teachers' enjoyment of and their needs for providing Arabic instruction. For this study, teachers were interviewed individually at a convenient time that did not interfere with instruction (e.g., recess). The interview was administered by the assessor who had conducted the timed lesson observation.

**Principal Interview:** This instrument was adapted for this study from the Palestinian time-on-task study. The questions gather information about the allocation of time at the school level and the needs for kindergarten (KG), G1 and G2 instruction. For this study, principals were interviewed once by the coordinator overseeing the data collection at each school.

## 2.3 Assessor Training

The RAMP team worked with MoE to assign a technical committee responsible for implementing the study. The technical committee consisted of senior officers from the Planning and Educational Research Directorate and the Supervision and Educational Training Managing Directorate (ETC).

RAMP worked with the technical committee to assign assessors. In all, 25 assessors were identified from the 3 regions, and 3 MoE officials worked in quality assurance and were responsible for conducting several observations to check on the quality of data collection by the 25 assessors. *Annex II* has a list of attended supervisors and assessors. The assessor training was conducted for 3 days between May 21–23, 2022; the training agenda is provided in *Annex III*.

The training was hands-on training that aimed to provide the assessors with an introduction to the study and an overview of the tools and their responsibilities, followed by activities to practice the tools using videos and written snippets and to collect feedback. The standard operating procedure document was distributed to assessors to provide clear expectations for school visits (see *Annex IV*). Half of the third training day was devoted to field visits to one school to pilot the tools and the procedures, and the second half of the day was to implement the inter-rater-reliability (IRR) assessment to measure the assessors' agreement on the instruments.

## 2.4 Data Agreement

The RAMP team conducted IRR testing twice during the training to ensure the agreement of assessors and the consistency of data across the assessors. To measure the IRR, the RAMP team prepared videos for the different time-on-task tools and recorded the “golden” answers.<sup>1</sup> The first IRR was conducted

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<sup>1</sup> The right answers or the recommended way to code an interaction in the prepared videos



on Day 2 of training, and a discussion session was held after the IRR to discuss the results and the golden answers.

The final IRR was conducted on the last day and recorded on video. Assessors were asked to use the different tools, for which the RAMP team had identified the ideal inputs. The average agreement between assessors was calculated at 92%, a good result (*Table 1* shows the percentage of agreement among assessors on time-on-task instruments). One assessor, who scored only 35% agreement in IRR for the first round, was excluded and then shared his desire not to participate in this study due to personal circumstances.

**Table 1. Assessor Agreement on Time-on-Task Instruments**

<i>Assessor Number</i>	<i>Agreement</i>
<i>Assessor 1</i>	87%
<i>Assessor 2</i>	92%
<i>Assessor 3</i>	95%
<i>Assessor 4</i>	89%
<i>Assessor 5</i>	97%
<i>Assessor 6</i>	88%
<i>Assessor 7</i>	89%
<i>Assessor 8</i>	88%
<i>Assessor 9</i>	92%
<i>Assessor 10</i>	95%
<i>Assessor 11</i>	93%
<i>Assessor 12</i>	89%
<i>Assessor 13</i>	95%
<i>Assessor 14</i>	96%
<i>Assessor 15</i>	91%
<i>Assessor 16</i>	92%
<i>Assessor 17</i>	93%
<i>Assessor 18</i>	93%
<i>Assessor 19</i>	92%
<i>Assessor 20</i>	95%
<i>Assessor 21</i>	88%
<i>Assessor 22</i>	92%
<i>Assessor 23</i>	93%
<i>Assessor 24</i>	87%
<i>Assessor 25</i>	94%
<i>Assessor 26</i>	92%
<i>Assessor 27</i>	92%

During data collection, the RAMP team monitored the process through field visits to different regions and schools. All the teams of assessors received at least two visits to control the quality of data collection.

## 2.5 Data Collection

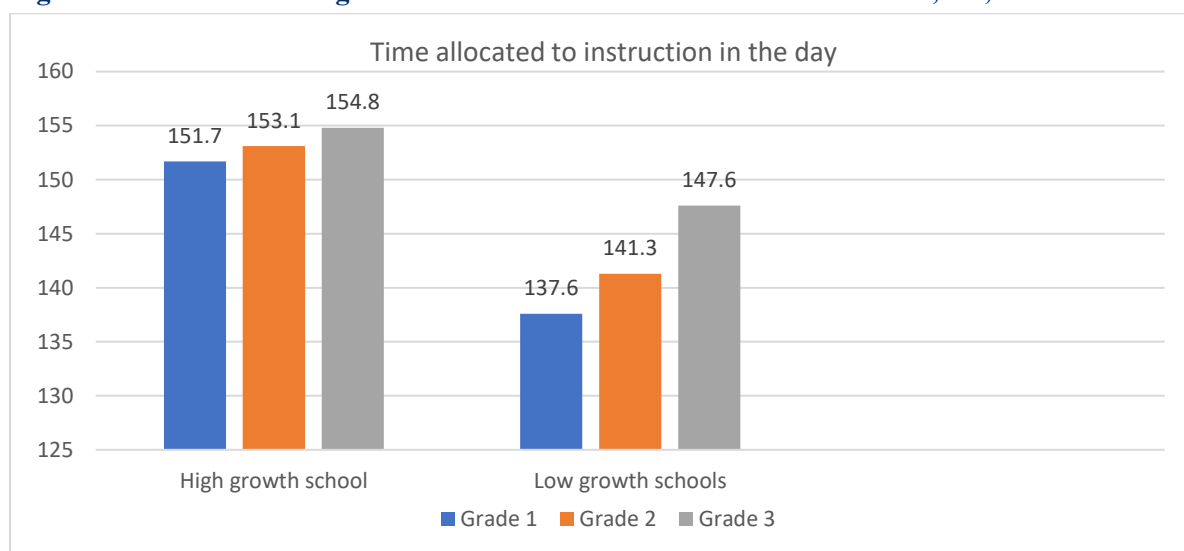
Assessors collected data for 2 weeks from May 22 through June 2, 2022. Data were collected using an automated application, and assessors synchronized the data every day. Data were then monitored by the RAMP team and cleaned and analyzed by RTI senior statisticians.

## 3. RESULTS

### 3.1 How Much Time Is Allocated in the Day for Instruction?

To answer this question, the time tracker tool calculates the number of minutes the teacher actually allocates to instruction in the day. *Figure 1* shows the average total minutes distribution in G1, G2, and G3, in high- and low-growth schools per day.

**Figure 1. The Average Total Instruction Minutes Distribution in G1, G2, and G3**



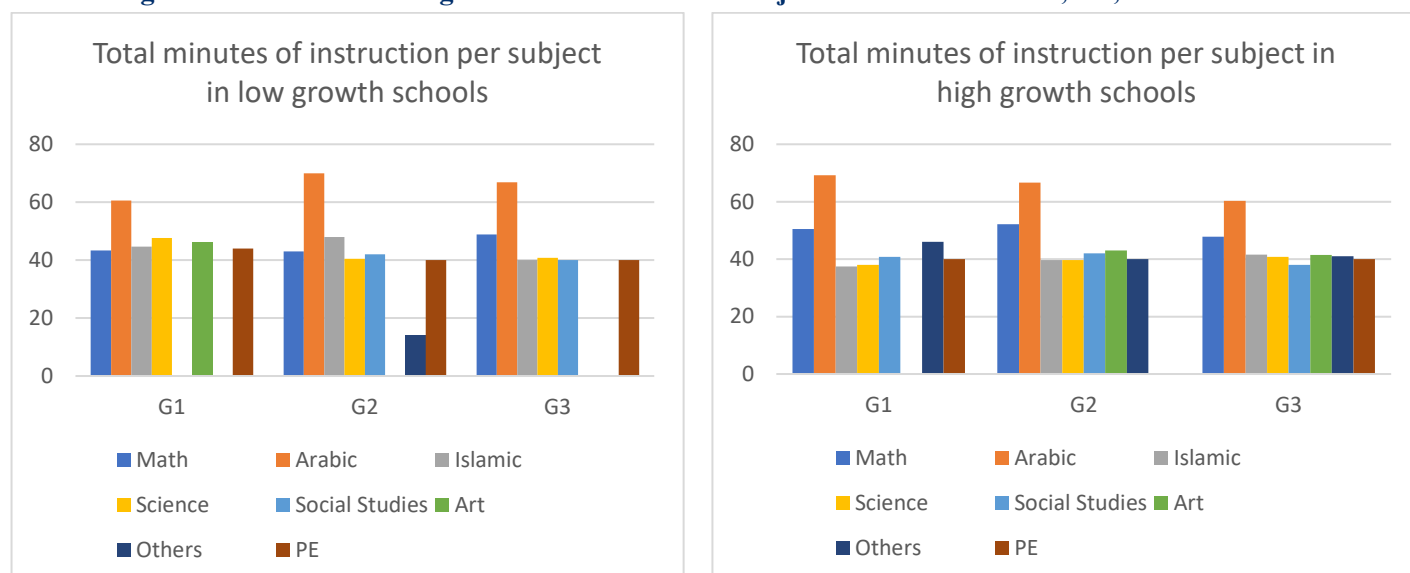
*Figure 1* shows the average total minutes for all grades in the high-growth schools is 153.2 minutes, while for the low-growth schools it is 142.2 minutes. The range of school day in low-growth schools varies from 132.4 to 151.9 minutes, and in high-growth schools varies from 145.8 to 160.7 minutes. However, the difference is not statistically significant between the low- and high-growth schools in terms of the time spent on instruction per day.

### 3.2 How Much Time Is Allocated to the Various Subjects? (Arabic, Art, Mathematics, Physical Education, Religion, Science, Social Studies)

To answer this question, the time tracker tool calculates the number of minutes teachers spend on different subjects on the day of instruction. *Figure 2* shows the average total minutes distribution in G1, G2, and G3, in high- and low-growth schools per day.

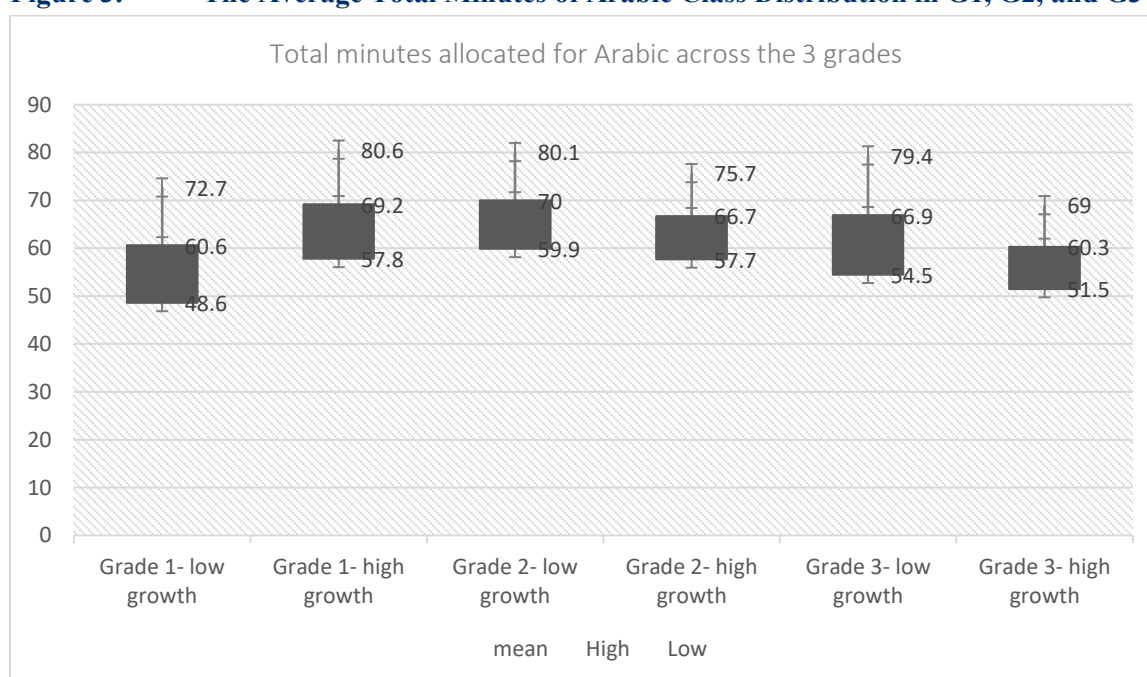
The data show there is no statistically significant difference between the low- and high-growth schools in terms of the time allocated to main subjects such as Arabic and mathematics. However, low-growth schools spent more time on art and religion than did high-growth schools—a statistically significant difference. In addition, high-growth schools spent more time on activity classes than did low-growth schools—also a significant difference.

**Figure 2. The Average Total Minutes of all Subject Distribution in G1, G2, and G3**



The time-on-task team analyzed the time allocated for Arabic lessons, the range of time, and the mean. The data show that differences in the time allocated for Arabic between high-growth and low-growth schools were not statistically significant. For example, in G1 the mean time allocated to the Arabic language is 60.6 minutes in the high-growth schools and 69.2 in the low-growth schools. There is no significant difference in the average total minutes allocated to Arabic across all three grades, as shown in **Figure 3**.

**Figure 3. The Average Total Minutes of Arabic Class Distribution in G1, G2, and G3**

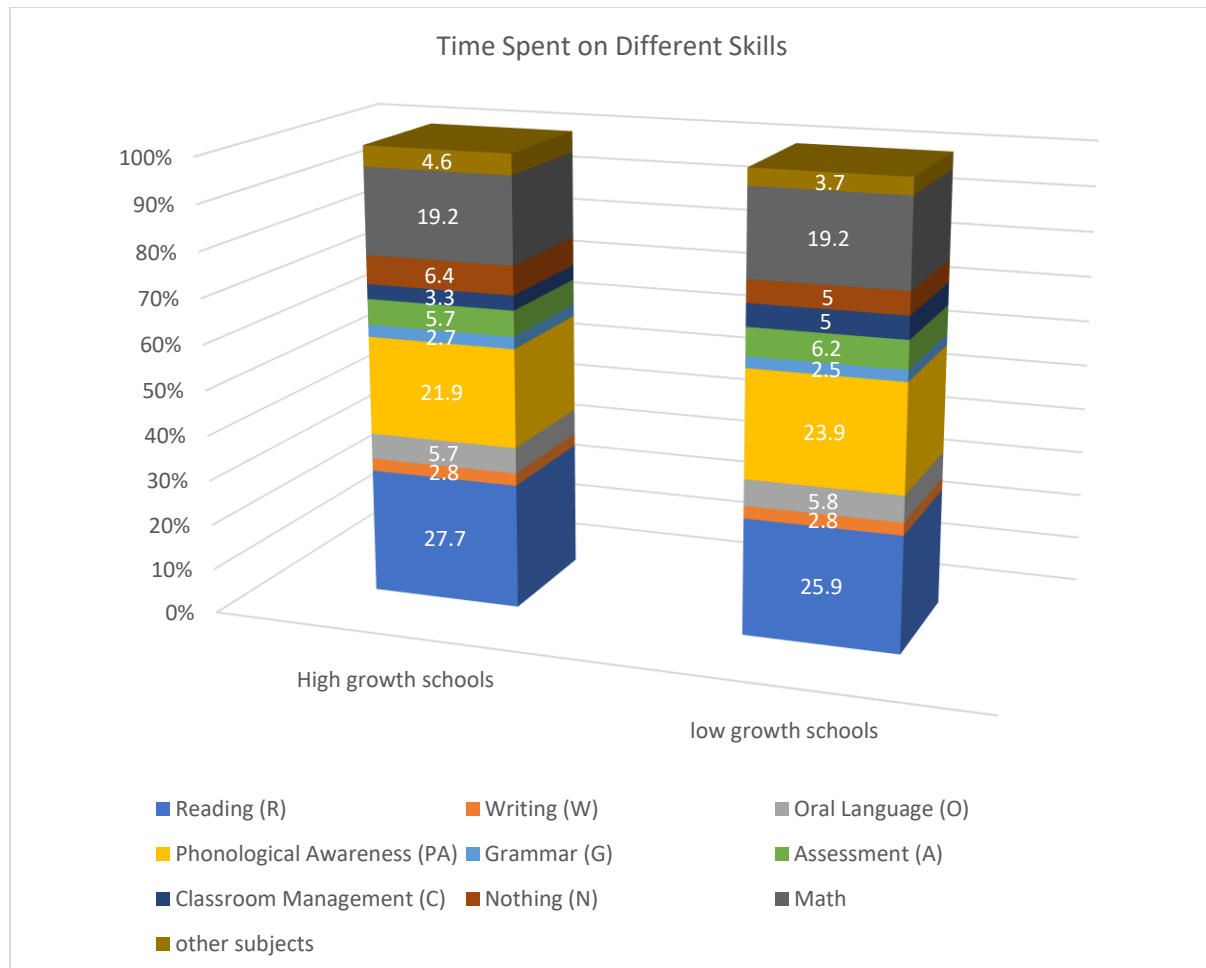


### 3.3 What Skills Are Addressed in the Instructional Time?

To answer this question, the timed lesson observation tool calculates the number of minutes the teachers spent on different skills during the instructional time. **Figure 4** shows the percentage of time spent on

different activities and skills in one day of instruction. It shows a similarity in the percentage of time teachers addressed skills across the three grades in the low- and high-growth schools. Reading received the most attention; teachers spent the most time on reading, at 27.7% of instructional time in high-growth schools and 25.9% in low-growth schools. Phonological awareness skills were next, at 21.9% of instructional time in the high-growth schools and 23.9% in low-growth schools.

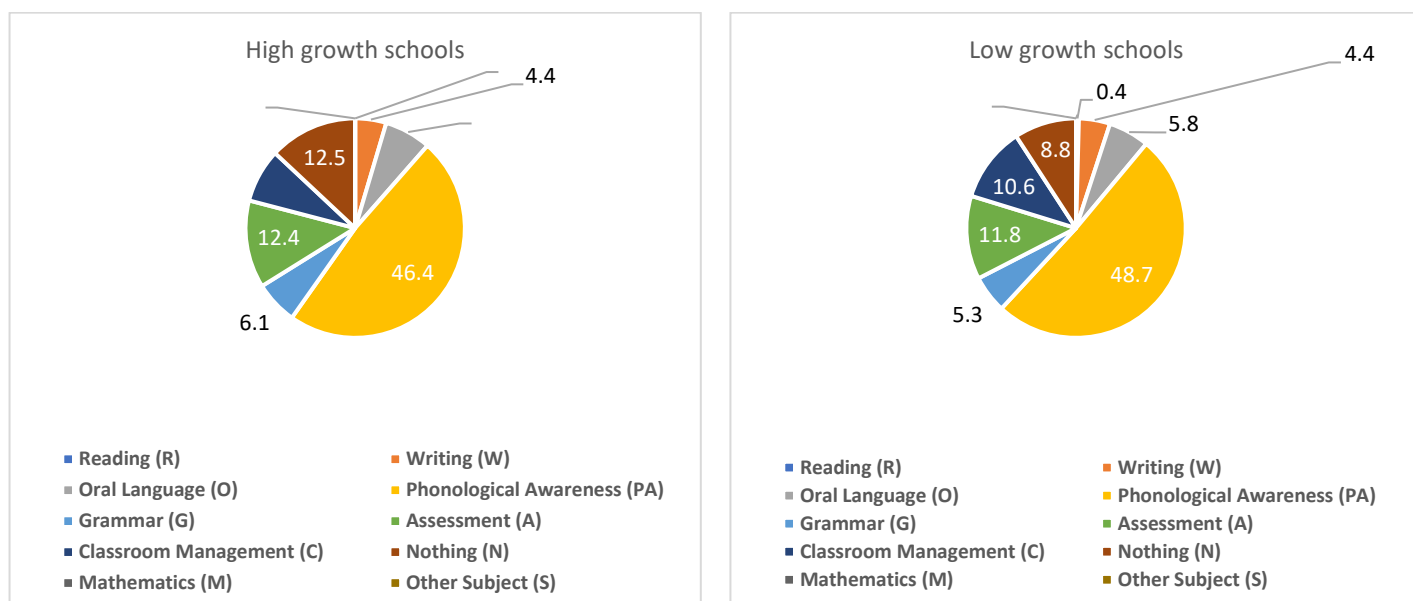
**Figure 4. The Percentage of Time Spent on Different Activities and Skills in One Day of Instruction**



The time-on-task team analyzed the skills addressed during the Arabic lessons. Data showed that phonological awareness was the skill on which teachers spent the most time during the Arabic lessons, at 46.4% of the time in the high-growth schools and 48.7% in the low-growth schools. Phonological awareness refers to activities in which students have to identify, compare, generate, and manipulate units of sound (e.g., beginning sounds, clapping syllables, identify rhyme). **Figure 5** shows that reading skills were the skills on which teachers spent the least time in Arabic lessons. In the figure, 'Reading skills' refers to any activity that includes skills such as print concepts (e.g., directionality, spacing, word length), letter knowledge (e.g., name, shape, sound), decoding, blending, fluency, and comprehension. **Figure 5** shows the percentage of skills targeted during the Arabic language lessons in the three grades.

## Arabic Lessons (All Classes)

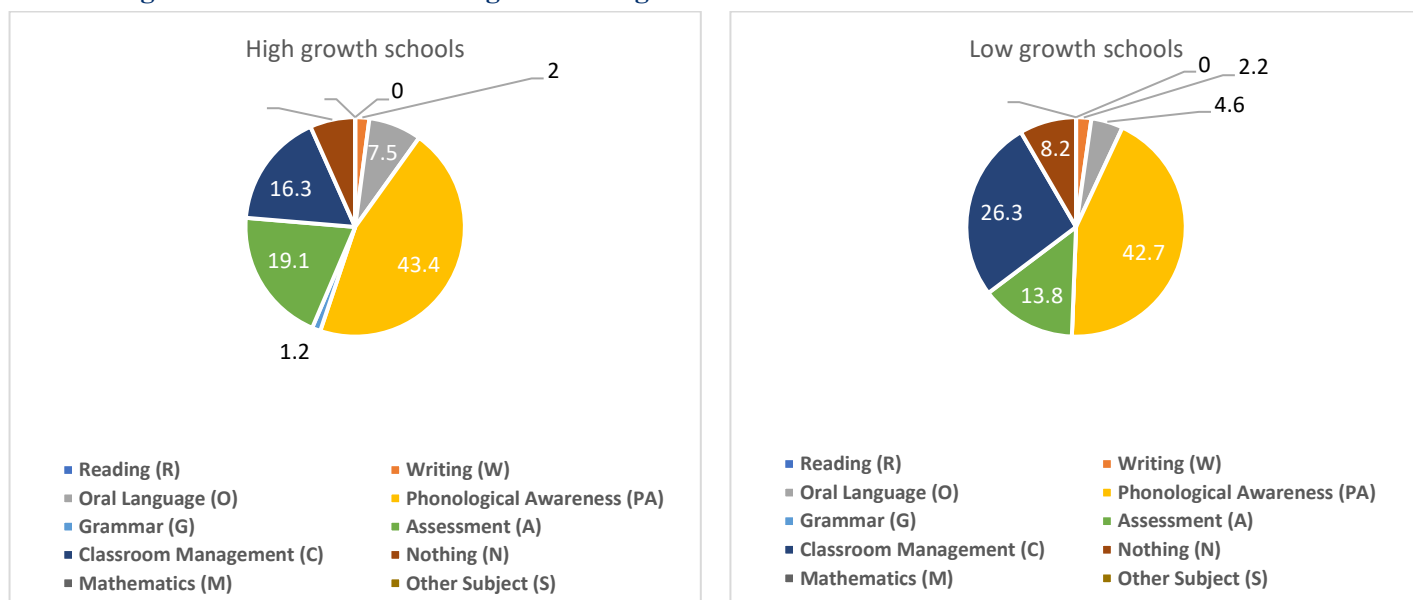
**Figure 5.** Shows the Percentage of Skills Targeted During the Arabic Lesson in G1, G2, and G3



## Arabic lesson: Grade 1

**Figure 6** shows that in G1 Arabic lessons, phonological awareness was the skill on which teachers spent the most time in both low- and high-growth schools, at 42.7% and 43.4% respectively. Classroom management was second, including the time the teacher took attendance, asked students to get out books, etc. RAMP strongly recommended that G1 teachers balance time between different skills, prioritizing phonics. This will be addressed in detail in the discussion. **Figure 6** shows the skills targeted during the Arabic lessons in G1.

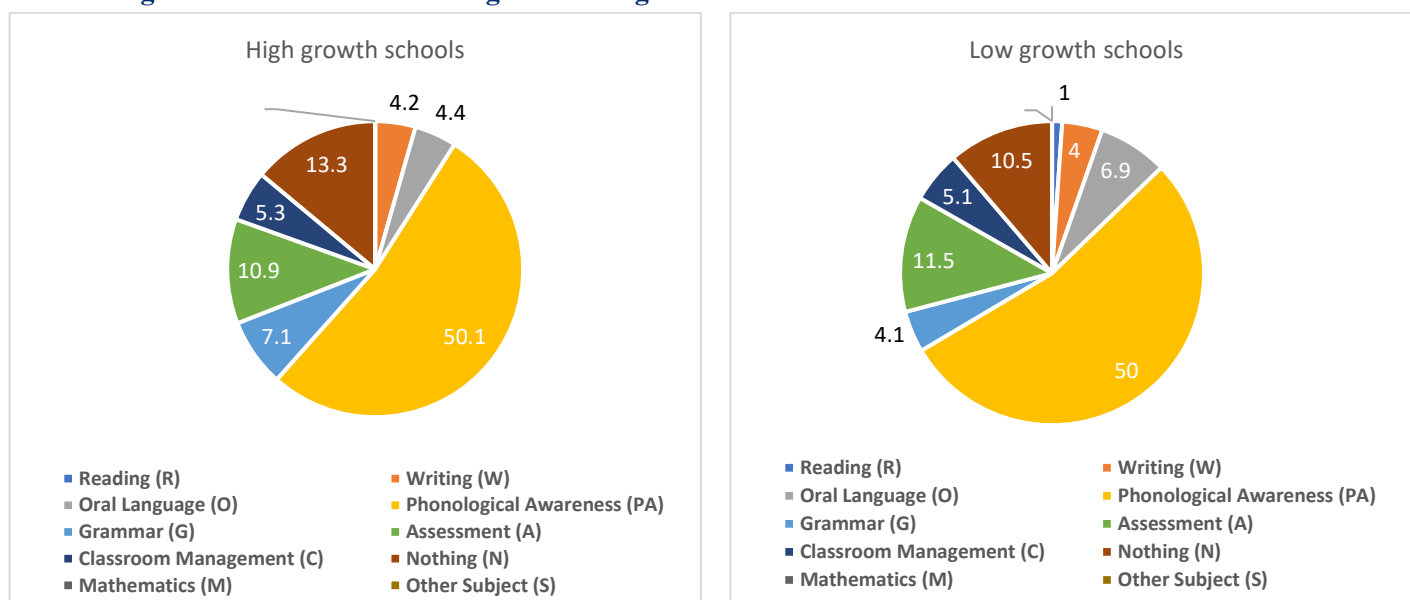
**Figure 6.** The Skills Targeted During the Arabic Lessons in G1



## Arabic lesson: Grade 2

In G2 Arabic lessons, the figures show that like in G1, phonological awareness was the skill on which teachers spent the most time in both low- and high-growth schools, at 50% and 50.1%, respectively. “Nothing,” meaning that nothing was being taught at that time point (e.g., talking to another teacher, using a phone), was second highest in time use in high-growth schools, at 13.3%. Despite RAMP’s recommendation that, for G2, the time allocated to phonics be decreased and the time allocated to comprehension be increased, still the instructional practices of G2 teachers focus on phonics and decoding. This will be addressed further in the discussion that follow. **Figure 7** shows the skills targeted in Arabic lessons in G2.

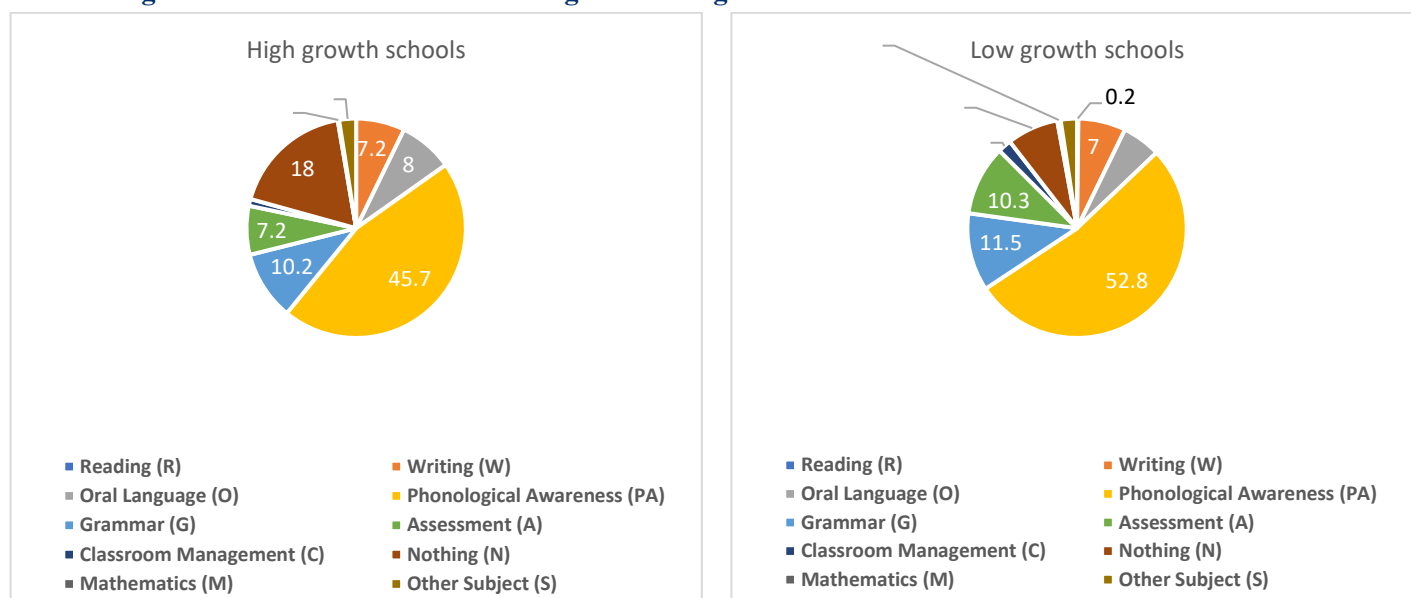
**Figure 7. The Skills Targeted During the Arabic Lessons in G2**



## Arabic lesson: Grade 3

In 31 observed G3 Arabic lessons, the figures show that, as in G1 and G2, phonological awareness was the skill on which teachers spent the most time in both low- and high-growth schools, at 52.8% and 45.7%, respectively. “Nothing,” again, meaning that nothing was being taught at that time point (e.g., talking to another teacher, using a phone), was next, at 18% of the lesson time in high-growth schools. Again, G3 teachers focused more on phonics, despite the recommendation to allocate more time than in G2 to comprehension, fluency, and writing. **Figure 8** shows the skills targeted during the Arabic lessons in G3.

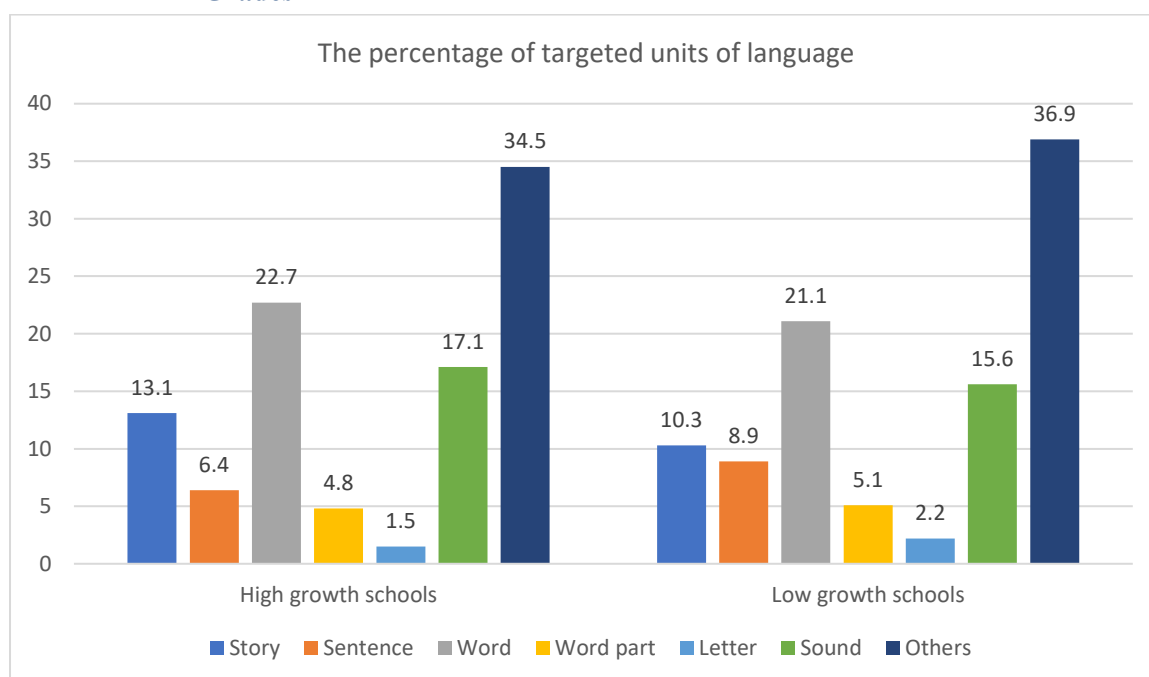
**Figure 8. Shows the Skills Targeted During the Arabic Lessons in G3**



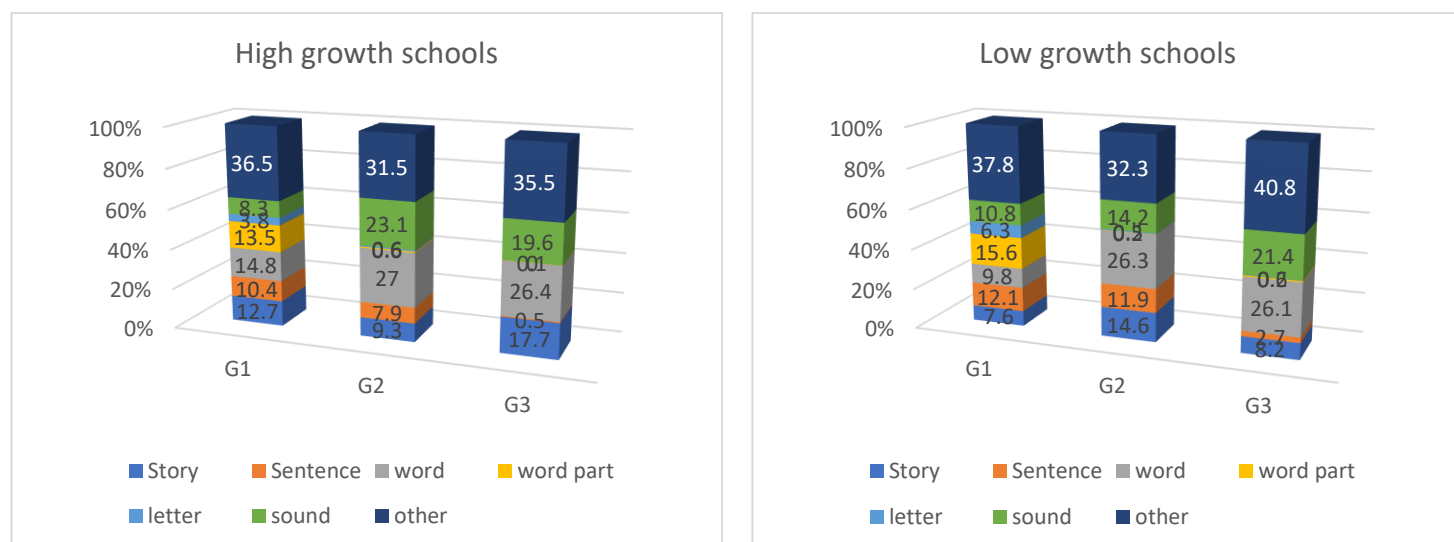
### 3.4 What Is the Unit of Language That Is Taught or Referenced? (e.g., Letter, Story)

To answer this question, the timed lesson observation tool calculates the number of minutes teachers spend on the unit of language that is being taught or referenced. Results show that “Others,” referring to using other content besides language, got the highest percentages with 36.9%, and 34.5% in low-growth and higher-growth schools, respectively. The second most targeted unit of language was “Word,” referring to an isolated word or words. **Figure 9** shows the percentage of different units of language targeted in the three grades. **Figure 10** shows the unit of language that was being used in each grade in low- and high-performing schools. It is clear that words remained the focus of teachers in both low- and high-performing schools, despite recommendations that teachers, especially in G2 and G3 classrooms, focus on stories.

**Figure 9. Percentage of Different Units of Language Used in Arabic Lessons in the Three Grades**



**Figure 10. Percentage of Different Units of Language Used in Arabic Lessons in the Three Grades**

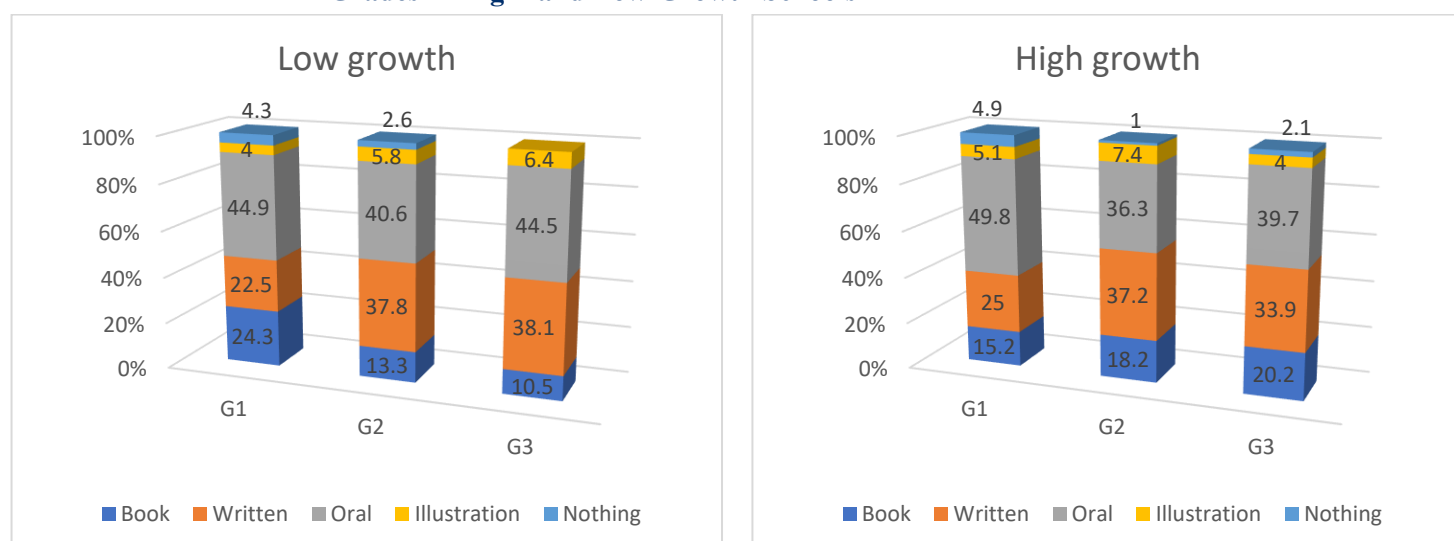


### 3.5 What Materials Are Used for Instruction? (e.g., Book, Oral)

To answer this question, the timed lesson observation tool calculates the number of minutes teachers spend on different types of materials used during instruction and the areas the teacher is referring to or that students are paying attention to. “Oral,” which refers to any language presented orally either initiated by the teacher or by the students, got the highest percentages of time, at 43.3%, and 41.9% in low-growth and higher-growth schools respectively. Second most was “Written,” referring to any written text that is not a book for students and is read or created by the teacher or the students (e.g., letter cards, pocket charts, chalkboard). **Figure 11** shows the percentages of time different materials were used during instruction in the three grades.



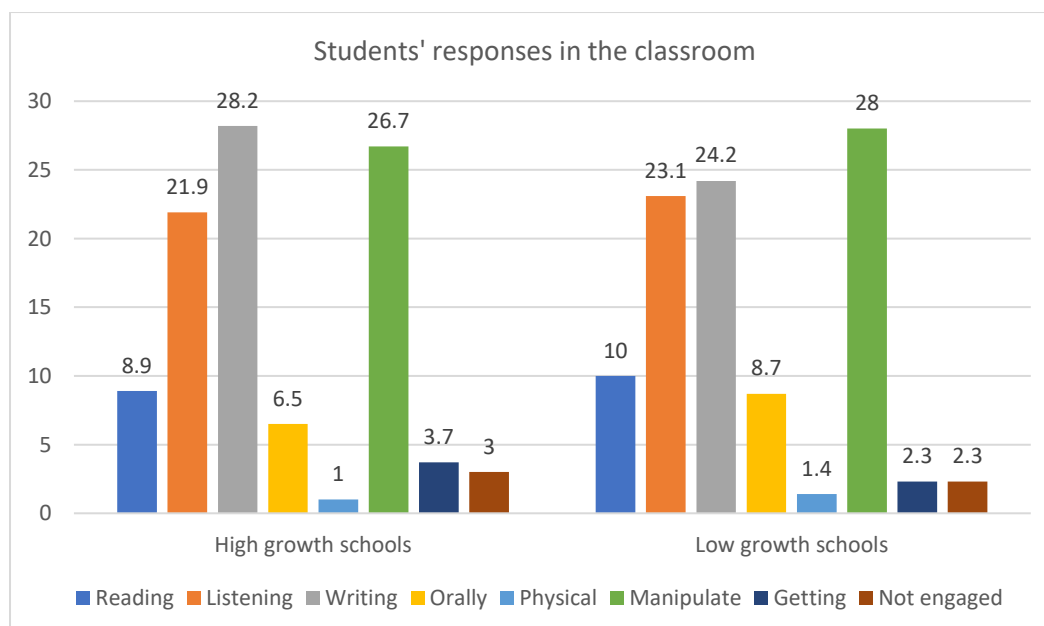
**Figure 11. Shows the Percentage of Different Materials Used During Instruction in the Three Grades in High- and Low-Growth Schools**



### 3.6 What Is the Expected Student Response? (e.g., Read, Listen)

To answer this question, the timed lesson observation tool calculates the number of minutes observed on different types of student responses by students. “Listening” and “Writing” were among the most frequent type of student responses during the classroom activity, and both high-growth and low-growth schools showed similar results. It is notable that in both high-growth and low-growth schools, students spent 3% and 2.3%, respectively, doing nothing or “Not engaged.” **Figure 12** shows the percentage of students’ responses in the classroom in the three grades.

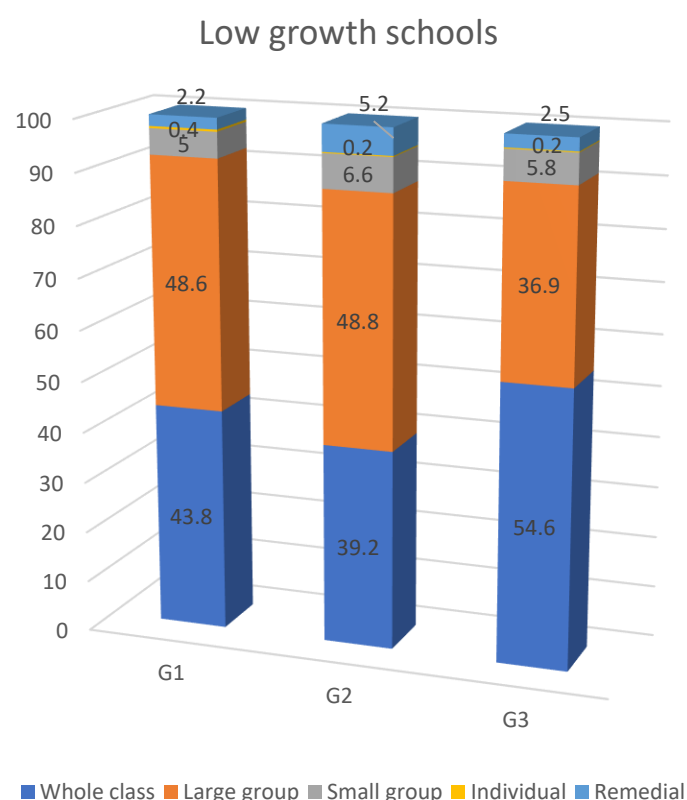
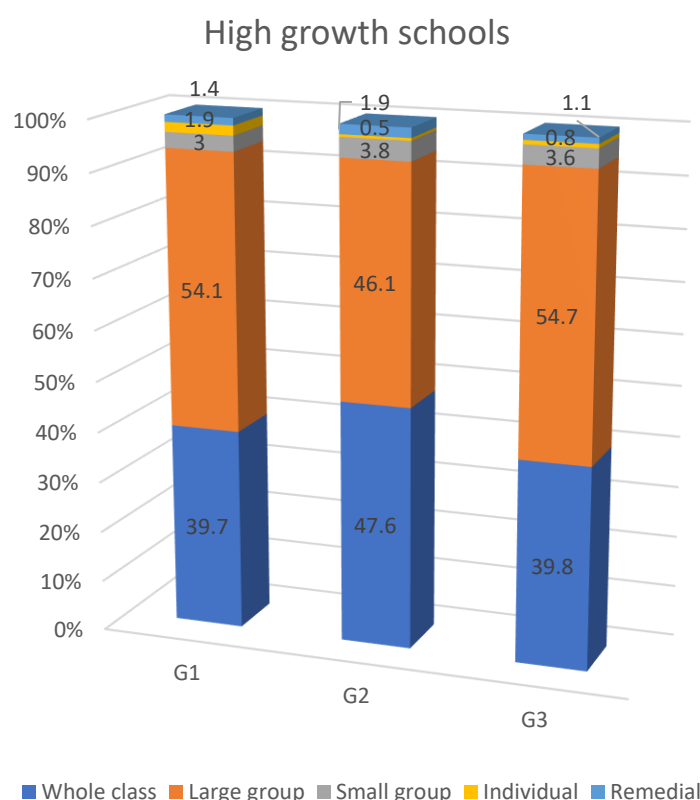
**Figure 12. Shows the Percentage of Students’ Responses in the Classroom in the Three Grades**



### 3.7 What Organizational Structures Do Teachers Predominantly Use? (e.g., Whole Class, Individual)

To answer this question, the timed lesson observation tool calculates the number of minutes observed on the type of activity structure used in the activity. Teachers used both whole class and large group (which refers to 50% of the class) instruction most in all classes in the three grades (**Figure 13**). Very little time was dedicated to remediation in both low- and high-growth schools during the instruction day.

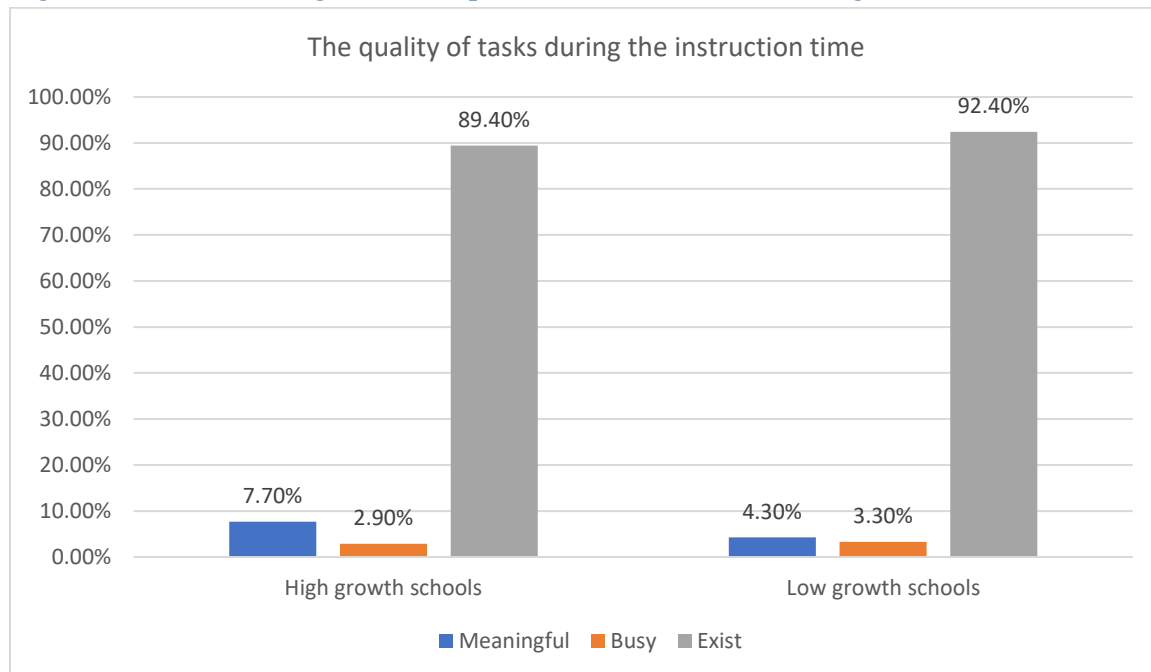
**Figure 13.** Shows the Percentage of the Time the Teacher Used Which Type of Instruction in the Three Grades



### 3.8 What Is the Significance of the Instruction for Students to Advance Their Learning?

To answer this question, the timed lesson observation tool calculates the number of minutes observed on different activities, with the activities categorized as “meaningful,” “busy,” or “exist.” “Meaningful” indicates that students are doing something that advances student learning. “Busy” indicates that students have been given something to do, but it does not advance learning (e.g., coloring in G3), while “exist” indicates that students are expected to attend, listen, watch, or wait. Students in high-growth schools spent more time on meaningful tasks, by a significant amount, than did students in low-growth schools. **Figure 14** shows the percentage of time spent on the types of activity.

**Figure 14. Percentage of Time Spent on Activities and Their Significance**

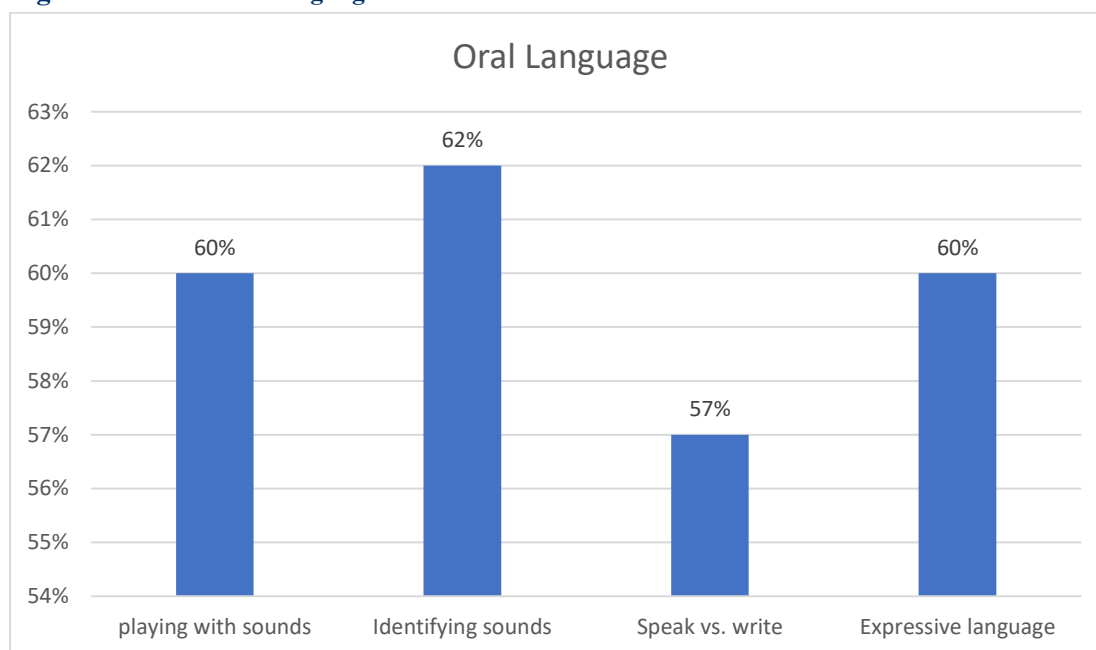


### 3.9 What Effective Literacy Instructional Pedagogical Behaviors Are Seen During Arabic Lessons?

To answer this question, the binary checklist following the Arabic lesson was examined and the results revealed the following.

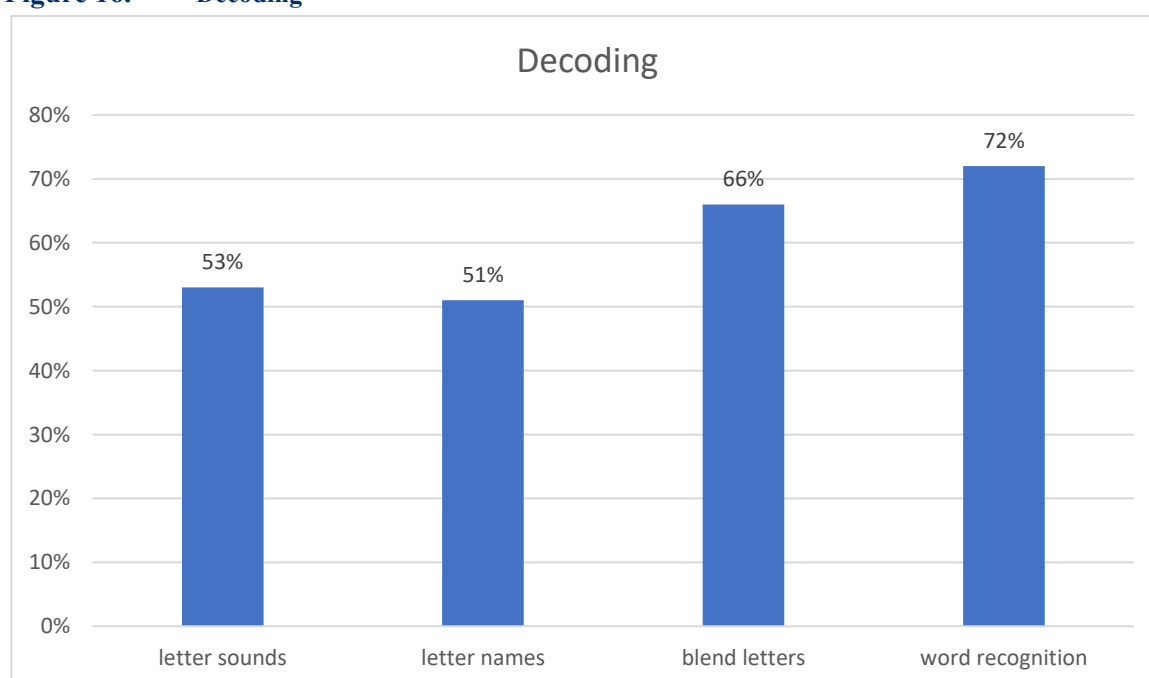
Oral language: This domain includes all activities that include rhyme and alliteration and identifying individual sounds and syllables in words. **Figure 15** shows that activities identifying sounds or syllables in words consumed 62% of the time across the three grades, which is a high rate when developmental expectations are taken into consideration and when the expectation is to see much less of this activity in G3. Across all three grades, 60% of the time was spent playing with sounds.

**Figure 15. Oral Language**



Decoding: This domain refers to activities teaching letter names and sounds, and practicing blending letters to read sounds, in addition to practicing word recognition strategies. It was clear that decoding was practiced very frequently across the three grades. Students spent 72% of their time on word recognition, and 66% of their time on blending letters—a very high percentage of time for G3 students to practice letter sounds and names. **Figure 16** shows in detail the skills being practiced.

**Figure 16. Decoding**



### 3.10 Principal & Teacher Interviews

Both low- and high-growth school principals identified teacher effort as one of the things that was going very well in their schools, in around 60% of the responses. While principals in low-growth schools

identified teacher collaboration as one of the aspects going very well at their schools, the high-growth school principals noted that teacher collaboration needed to be strengthened. Low-growth school principals identified instructional material as one classroom component that teachers needed more support in. All principals agreed that they were receiving RAMP materials on time and using these materials at their schools.

Decoding was the skill teachers most enjoyed teaching, noted by 61.1% of teachers in the low-growth schools and 47.3% of teachers in the high-growth schools. Teachers in both low-growth and high-growth schools identified fluency as the main skill that teachers needed more support in. RAMP has identified fluency as a skill that must be addressed after the midline conducted in 2019. RAMP addressed fluency skills in booster training, but much remains to add in the new continuous professional development (CPD) program for early grades across all teacher ranks.

## 4. DISCUSSION

This study aimed at determining the use of time across a school day in G1, G2, and G3 in 34 schools: 16 high-growth schools and 18 low-growth schools. Moreover, this study assessed the effectiveness of the pedagogy used in Arabic lessons, using data collected from MoE supervisors trained to be assessors. The study was designed to inform Arabic literacy interventions and to inform programming to help understand how to better help students meet grade-level literacy expectations. It was conducted in response to a previous study using the EGRA 2019 that showed that only 13.5% of G2 students could accurately and automatically read a grade-level story. The current study and its recommendations could guide pedagogy adjustments and use of time so that more students reach expectations, and it is timely as MoE, through the National Centre for Curriculum Development (NCCD), is currently revising the Arabic curricula across all the grades.

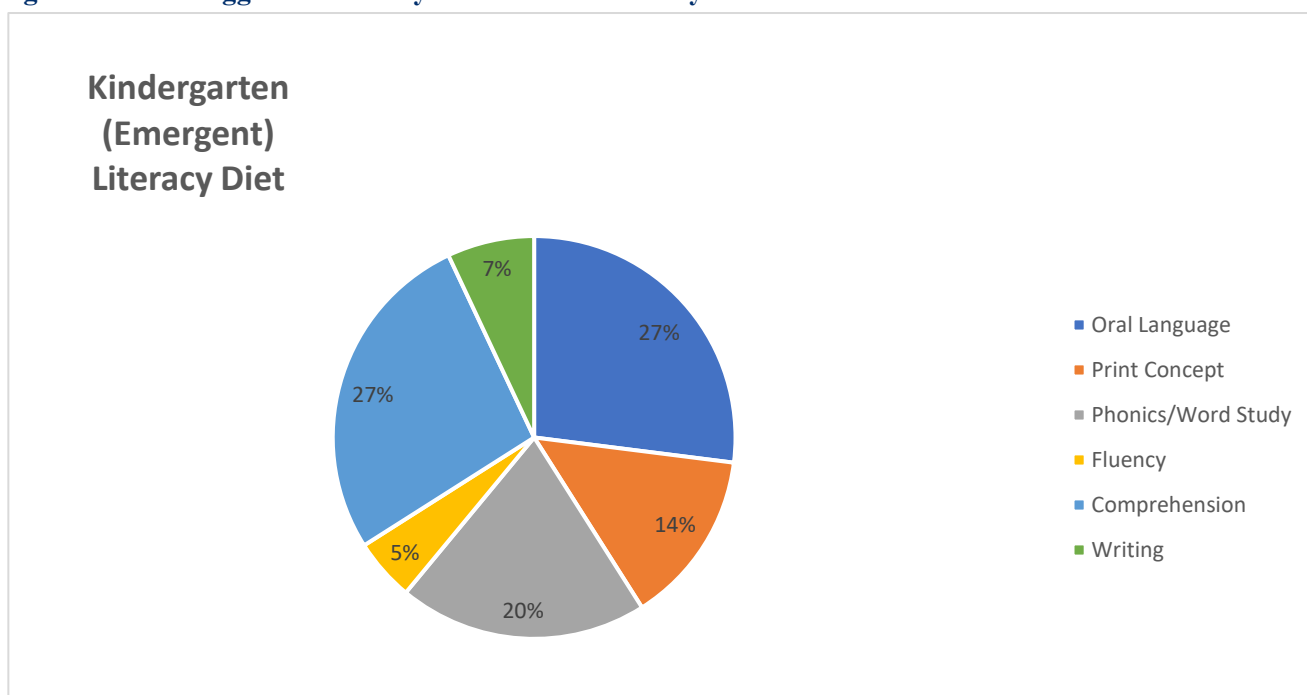
The current time-on-task study found that many aspects of literacy instruction must be strengthened, and that there are still gaps in instructional practice, as teachers are likely using this practice either at low rates or not aligned with the developmental progression of skills. It was very clear that phonological awareness and letter and syllable recognition still were highly implemented in G3. Furthermore, it was noted that teachers were putting much of the focus on very foundational skills such as phonics, and not that much emphasis on more complex skills such as reading comprehension across the three grades. Detailed recommendations are presented below.

1. **Instructional practices:** This time-on-task study shows that teachers were focusing on phonics across the three grades: in G1, teachers spent 48.7% of the Arabic lesson time on phonics. In G2, they spent 42.7% of the time on phonics, while in G3, they spent 50% of the time on phonics. This may be, in part, because teachers preferred teaching phonics and lacked solid skills in implementing a literacy diet that balances different foundational skills. Early grades literacy instruction will be effective only if teachers equip students with a balanced set of skills that provide strong foundations in phonics through explicit and systematic phonics instruction, but at the same time provide opportunities to develop reading fluency and comprehension, explore different text types, and practice writing skills. It is also important to align instruction with the developmental progression of the skills and across the grades. These skills should be included within the Arabic lesson with sufficient time for practice. Willows (2008) referred to an instructional practice that provides balanced literacy skills that he calls the “literacy diet,” which provides an effective guideline for teachers that emphasizes learning the foundational skills of reading within a context of different language opportunities. Therefore, the first recommendation will be to adjust the instructional activities to provide students with a balanced literacy diet, taking into consideration the progression of the skills across the three grades. It is not a good practice for G3 students to spend half of their literacy instructional time on phonics, with very few opportunities for genuine reading, or for developing fluency and/or comprehension. See the next three pages of this section for literacy diets that reflect the shifting reading and writing priorities from KG through G2.

In the light of the above-mentioned point, it is highly recommended to include the literacy diet training within the new CPD. Teachers in early grades should start to reflect the literacy diet in their instructional practices and to implement the right progression of reading skills across the three grades. In addition, supervisors should be trained to observe these practices in the classroom, which would prompt a change in the observation tool currently developed by MoE. RAMP has included the literacy diet in the new CPD, but it requires more follow-up by supervisors. In the current textbook, reading skills are presented separately, for example listening skills should be taught together in one lesson, and teachers should not separate reading skills from listening or reading. MoE officials and the NCCD should be aware of the importance

of presenting balanced skills for children, taking into account the suggested literacy diet as shown in *Figure 17*.

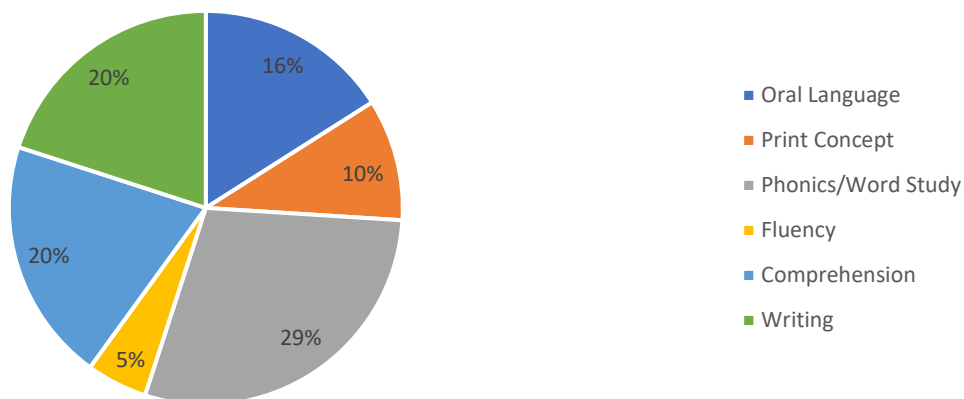
**Figure 17. Suggested Literacy Diet Across the Early Grades**



<b>Print Concepts</b>	<p>Goal: Explore how written language is related to oral language and has different purposes</p> <ul style="list-style-type: none"> <li>▪ Directionality (e.g., right to left, top to bottom)</li> <li>▪ Space between words</li> <li>▪ Book orientation</li> <li>▪ Discuss illustrations</li> </ul> <p>Discuss title and author</p>
<b>Oral Language</b>	<p>Goals: Expand expressive and receptive vocabulary; Manipulate linguistic units</p> <ul style="list-style-type: none"> <li>▪ Extension of expressive language</li> <li>▪ Models of new words</li> </ul> <p>Phonological awareness: rhyme, alliteration, sentence segmentation, word blending, phoneme identification, and production</p>
<b>Phonics/ Word Study</b>	<p>Goal: Develop the alphabetic principle—the idea that letters and letter patterns represent the sounds of spoken language</p> <ul style="list-style-type: none"> <li>▪ Letters names and sounds</li> </ul> <p>Write sounds associated with words</p>
<b>Fluency</b>	<p>Goal: Develop speech to print match</p> <ul style="list-style-type: none"> <li>▪ Finger-point to memorized text</li> </ul> <p>Repeated reading of the text with rhyme</p>
<b>Comprehension</b>	<p>Goal: Use teacher read-aloud for comprehension before, during, and after reading</p> <ul style="list-style-type: none"> <li>▪ Introduction to narrative text structure for reading aloud</li> <li>▪ Make connections from life/context to the text</li> <li>▪ Provide opinion and answer evaluative questions</li> <li>▪ Ask and answer explicit questions</li> </ul>
<b>Writing</b>	<p>Goal: Begin to use print for own purpose</p>

	<ul style="list-style-type: none"> <li>Name writing</li> <li>Handwriting (One-half of writing instruction time)</li> <li>Begin to represent orthographic knowledge for teacher-directed content and student ideas</li> </ul>
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**Grade 1  
(Beginner)  
Literacy Diet**

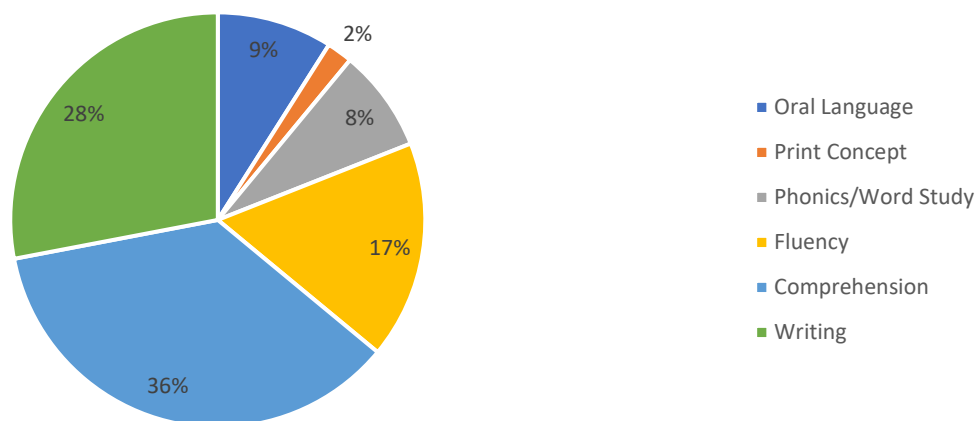


<b>Print Concepts</b>	<p>Goal: Continued exploration of print purposes and features</p> <ul style="list-style-type: none"> <li>Explore purposes for reading (e.g., to inform)</li> <li>Discuss illustrations</li> <li>Discuss page numbers, title, and author</li> </ul> <p>Purpose of some punctuation marks</p>
<b>Oral Language</b>	<p>Goals: Expand expressive and receptive vocabulary; Manipulate linguistic units</p> <ul style="list-style-type: none"> <li>Extension of expressive language</li> <li>Models of new words</li> <li>Explore differences between spoken and written Arabic</li> </ul> <p>Phonological awareness: rhyme, alliteration, sentence segmentation, word blending and segmenting, phoneme identification, production, and comparison</p>
<b>Phonics/ Word Study</b>	<p>Goal: Apply knowledge of letters and their sounds to read and spell grade-level words</p> <ul style="list-style-type: none"> <li>Letters names and sounds</li> </ul> <p>Decode and encode (spell) words with common patterns in isolation and in simple sentences</p>
<b>Fluency</b>	<p>Goal: Focus on word reading accuracy</p> <ul style="list-style-type: none"> <li>Repeated reading of the repetitive or familiar text</li> <li>Echo to choral to partner reading</li> </ul>
<b>Comprehension</b>	<p>Goal: Comprehension is second to reading accuracy and still mostly through teacher read-aloud before, during, and after reading</p> <ul style="list-style-type: none"> <li>Explore narrative text with multiple episodes in teacher read-aloud</li> <li>Introduction to informational text</li> <li>Make connections from life/context to the text</li> <li>Provide opinions and answer evaluative questions</li> <li>Ask and answer explicit questions</li> </ul>
<b>Writing</b>	<p>Goal: Apply phonics knowledge to teacher-directed content and student-generated ideas</p>



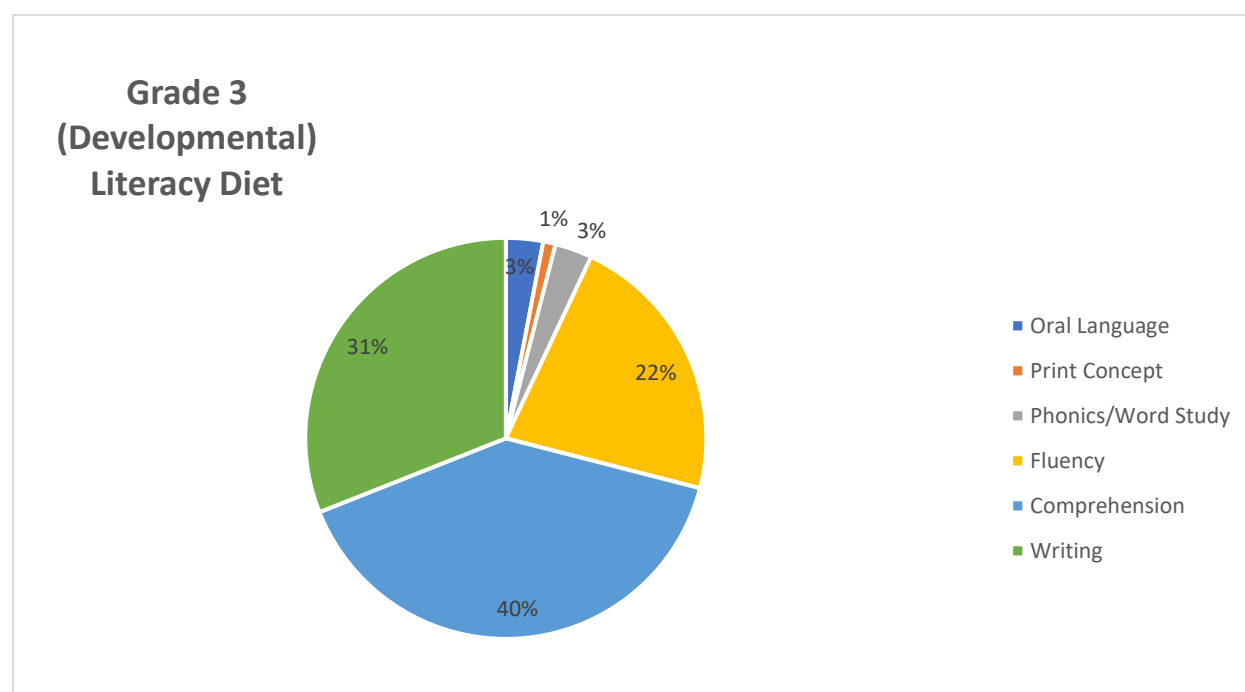
	<ul style="list-style-type: none"> <li>▪ Attention to applying orthographic knowledge to spell words</li> <li>▪ Writing own ideas and observations with simple sentences</li> <li>▪ Handwriting (One-third of writing instruction time)</li> </ul>
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## Grade 2 (Transitional) Literacy Diet



<b>Print Concepts</b>	<p>Goal: Continued exploration of print purposes and types</p> <ul style="list-style-type: none"> <li>▪ Explore purposes for reading (e.g., to compare)</li> <li>▪ Purpose of a full stop, question mark, exclamation point</li> <li>▪ Paragraph structure</li> <li>▪ Introduction to chapters and non-fiction elements (e.g., glossary)</li> </ul>
<b>Oral Language</b>	<p>Goal: Develop expressive and receptive vocabulary</p> <ul style="list-style-type: none"> <li>▪ Models of new words</li> <li>▪ Explore synonyms and antonyms</li> <li>▪ Explain relationships between and among words</li> <li>▪ Determine the meaning of sayings and proverbs</li> </ul>
<b>Phonics/ Word Study</b>	<p>Goal: Apply knowledge of orthographic patterns and morphology to read and spell grade-level words</p> <ul style="list-style-type: none"> <li>▪ Word recognition and spelling</li> <li>▪ Classify and categorize words</li> </ul>
<b>Fluency</b>	<p>Goal: Increased reading accuracy, increased rate, and development of prosody</p> <ul style="list-style-type: none"> <li>▪ Repeated reading</li> <li>▪ Reading for expression</li> <li>▪ Transition to silent reading</li> </ul>
<b>Comprehension</b>	<p>Goal: Exploring the meaning of text assumes the focus of reading</p> <ul style="list-style-type: none"> <li>▪ Mostly students reading for comprehension before, during, and after reading</li> <li>▪ Explore plot elements—beginning, middle, end</li> <li>▪ Distinguish genres</li> <li>▪ Comprehension activities for student-read materials</li> <li>▪ Make connections from life/context to the text</li> <li>▪ Provide opinions and answer evaluative questions</li> <li>▪ Ask and answer explicit questions</li> <li>▪ Summarize</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Compare texts and characters</li> <li>▪ Cause and effect</li> </ul>
<b>Writing</b>	<p>Goal: Produce writing that complements reading genres</p> <ul style="list-style-type: none"> <li>▪ Further attention to applying orthographic knowledge to spell words</li> <li>▪ Write your own ideas and observations</li> <li>▪ Produce specific types of writing (e.g., description)</li> <li>▪ Handwriting (One-fifth of writing instruction time)</li> </ul>



<b>Print Concepts</b>	<p>Goal: Continued exploration of print purposes and types</p> <ul style="list-style-type: none"> <li>▪ Paragraph structure</li> <li>▪ Introduction to chapters and non-fiction elements (e.g., glossary)</li> </ul>
<b>Oral Language</b>	<p>Goal: Develop expressive and receptive vocabulary</p> <ul style="list-style-type: none"> <li>▪ Explore synonyms and antonyms</li> <li>▪ Determine the meaning of sayings and proverbs</li> </ul>
<b>Phonics/ Word Study</b>	<p>Goal: Apply knowledge of orthographic patterns and morphology to read and spell grade-level words</p> <ul style="list-style-type: none"> <li>▪ Classify and categorize words</li> </ul>
<b>Fluency</b>	<p>Goal: Increased reading accuracy, increased rate, and development of prosody</p> <ul style="list-style-type: none"> <li>▪ Repeated reading</li> <li>▪ Reading for expression</li> <li>▪ Transition to silent reading</li> </ul>

<b>Comprehension</b>	<p>Goal: Exploring the meaning of text assumes the focus of reading</p> <ul style="list-style-type: none"> <li>▪ Students reading for comprehension before, during, and after reading</li> <li>▪ Distinguish genres</li> <li>▪ Comprehension activities for student-read materials</li> <li>▪ Make connections from life/context to the text</li> <li>▪ Provide opinions and answer evaluative questions</li> <li>▪ Ask and answer explicit questions</li> <li>▪ Summarize</li> <li>▪ Compare texts and characters</li> <li>▪ Cause and effect</li> </ul>
<b>Writing</b>	<p>Goal: Produce writing that complements reading genres</p> <ul style="list-style-type: none"> <li>▪ Further attention to applying orthographic knowledge to spell words</li> <li>▪ Write your own ideas and observations</li> <li>▪ Produce specific types of writing (e.g., description)</li> </ul>

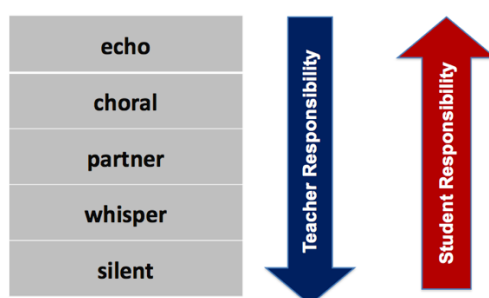
2. **Comprehension and fluency:** We highly recommend that teachers use more comprehension activities and that they diversify these activities. It was notable that teachers did not spend much time on comprehension and fluency—less than 1% of the instruction time in the three grades. At the same time 38.9% of the interviewed teachers mentioned the need for support to conduct fluency activities; only 39% of the observed Arabic class teachers used activities to build fluency. However, it is very clear that while comprehension and fluency are taught in proportions during the Arabic lessons, there is a need for some adjustments on the time assigned to reading and the materials that are being used. Many teachers who were interviewed pointed out that they need more support on how to use storybooks. This result was statistically significant in favor of low-growth schools, as only 30% of teachers used storybooks or newspapers during the Arabic lesson. The use of different resources offers opportunities to engage readers to develop vocabulary and connect to writing activities.

It is highly recommended during the training to explicitly identify how comprehension is defined across the grades, and the same for fluency. For example in G1, teachers should focus on reading text aloud for students and try to make connections from life or context to the text. They should encourage students to provide opinions and answer evaluative and explicit answers. Comprehension in G2 is much different than in G1, as teachers mostly are required to ask students to read the text and to encourage students to ask and answer questions and to summarize and come up with some comparisons between different texts and characters mentioned in the text. This meant training had to be more hands-on and include tasks in which teachers model the best practices in implementing the skills. RAMP has revised all the previous training modules and changed the delivery mechanism of the training to be more active and have more hands-on tasks. Even some of theoretical part of the training is delivered online to focus on the face-to-face training for the practical part, but still much more is needed to change the practices of supervisors in delivering the training modules, and more quality assurance from the MoE on delivering the content of the training.

3. **Gradual release:** The gradual release is a framework or a model of learning activities where teachers gradually shift the responsibility to the student to master the skill (Taylor, Pearson, Clark, & Walpole, 2000). It is very important to understand that this model is not linear and requires planned activities from the teachers to engage students in activities that transfer students from their zone of proximal development with the support and help of a more knowledgeable other—who could be the teacher or student’s peers—to reach mastery of the skill. It is highly recommended that teachers start to implement the gradual release model as shown in *Figure 18*.

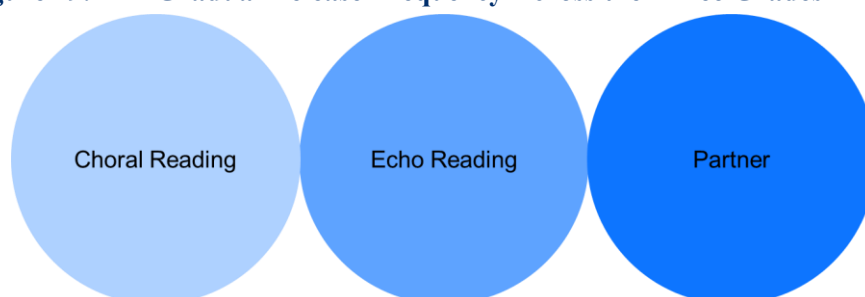
**Figure 18. The Recommended Gradual Release for Teaching Reading**

### Gradual Release with Beginning Reading



It was notable that teachers were using different ways to reach the gradual release of reading that starts with echo reading (modeling), then the guided practice (choral reading), and then reaching independent practice (partner reading). All these practices were seen in the Arabic lessons. The time allocated for partner reading in G3 should be increased, and there should be more echo reading in G1 (Mol& Bus, 2011). **Figure 19** represents the frequency that each type of reading was observed; the bigger the size of the circle the higher frequency of the reading.

**Figure 19. Gradual Release Frequency Across the Three Grades**

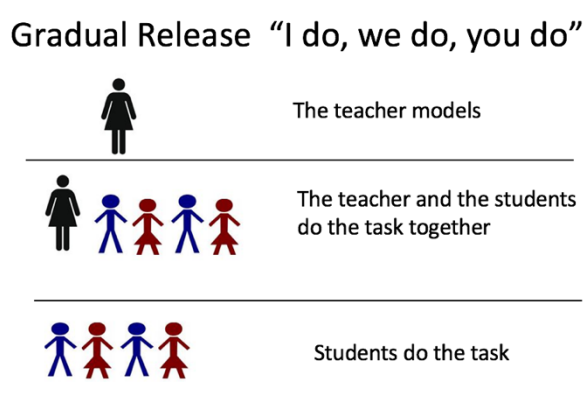


4. **Remedial support:** Teachers should provide more support to students who are behind their peers. In 56% of observed Arabic classes, which is a maximum of two lessons per day, teachers provided support to a small group or an individual to reteach some of the concepts. However, during the instruction day, very little time was dedicated specifically to those students. This was mentioned during teacher interviews, where more than 50% of teachers responded that “students need more support than I can give in the scheduled time, the support of struggling students needs more time than 2 lessons per day.” Therefore, the appropriate use of the gradual release model is another way to provide such support to struggling students, where teachers can spare some time for remediation, and peer or partner reading can support these students. In addition, the gradual release will help teachers monitor progress and provide feedback.
5. **Quality of tasks:** We noted that the quality of tasks implemented in the classes was statistically significantly better in the high-growth schools, where the tasks observed by assessors were more meaningful and led to better understanding. However, in both high-growth and low-growth schools, about 8% of the time of the instruction day, teachers were doing nothing—with no tasks implemented that lead to learning. Students were engaged in learning activities the majority of the time , but more than 85% of the observed tasks or activities were neither engaging nor efficient. Tasks consisted mainly of lessons in which students were expected to

attend, listen, watch, or wait. Teachers need to provide students with better quality tasks and activities. Tasks need to be more challenging, meaningful, and more engaging (e.g., reading texts from different materials; writing to express ideas or writing short stories). It is highly recommended that teachers start to use the available resources such as the stories, and during community of practice meetings more efforts should be allocated to design collectively tasks that lead to learning. In addition, the teacher's guide should provide guidance to teachers in designing genuine tasks that lead to learning.

6. **Classroom routine:** The classroom routine should be adjusted to increase learning opportunities. Teachers need to provide more individual learning activities where students are engaged in independent literacy activities. This will provide a more effective instruction day, as it was notable that more than 5% of the instruction day was consumed with interruption or doing nothing and more than 8% of Arabic lessons were consumed with teachers doing nothing. If the classroom routine is adjusted to include more individual work involving reading and writing, students will develop their autonomy and their ability to learn independently. It is recommended that teachers teaching Arabic lessons follow the routine of teaching reading as it is presented in *Figure 20*.

**Figure 20. Gradual Release in Classroom Routine**



Teachers, while implementing the classroom routine, should focus on individual tasks that lead to learning, and for emergent readers the peer students (who master the skills and can be called a more knowledgeable other) can provide the needed support. This provides teachers with more time to support the struggling students.

7. **Writing:** Writing activities should be more than just writing names, letters, words, and copying/handwriting. Teachers in G2 and G3 should plan writing activities where students write ideas, observations, and small stories, and/or express ideas and opinions. These activities should be carefully chosen to be grade-level appropriate and lead to better reading comprehension. In all observed lessons, only 4.4% of instruction time was used for writing, and for around a quarter of that time, students were responding in writing to textbook questions. It is highly recommended that teachers implement the literacy diet and implement writing tasks that enhance comprehension and build the students' vocabularies. RAMP added a writing component in the new CPD program, but as discussed in point 2 above, teachers should know the developmental progression of writing across the three grades, and supervisors should provide the needed training and support during coaching sessions.

8. **Materials:** Teachers should use more materials during instruction. More than 34.1% of the time teachers were using oral responses, and 10% of the time of instruction teachers were not using any material.
9. **Time allocated to Arabic:** Time allocated to Arabic lessons must be examined carefully. On average, Arabic is taught around 65 minutes per school day. However, it is internationally recommended to devote between 90–120 minutes daily to literacy instruction for children in early grades (Topping & Ferguson, 2005). Increasing the time with an efficient and good balance of literacy instruction would create an environment that provides meaningful reading and writing opportunities and will provide teachers with more time for struggling students. More than 50% of teachers mentioned that time allocated to Arabic lessons is not enough and that students need more support than they can give in the scheduled time.

## 5. LIMITATION

This study has limitations that should be taken into consideration when interpreting the results, as follows.

The sample size is just 34 schools, and this can diminish the validity of statistically generalizing the results to schools outside the sample.

The second limitation is related to shortened school days—a measure that was taken as a response to the coronavirus pandemic and school rotation. This may have limited further the teachers' time spent on Arabic lessons and instructional practices, as teachers may prioritize some skills over other skills. The research was conducted toward the end of Semester 2, and this may have limited the types of instructional pedagogy that teachers used, as teachers focused on exam preparation.

## 6. CONCLUSION

This research on time-on-task aimed at gathering data and evidence using different instruments that include classroom observations and track the use of time, in addition to interviews with teachers and principals. The study was undertaken to inform Arabic literacy instruction and decisions that can be made by Jordan MoE officials.

The results show that while there are existing good practices in terms of effective Arabic instructional pedagogies in early grades classrooms, there remains a need for adjustments to vary and expand teachers' pedagogical skills and increase student opportunities to read and write. Teachers need to provide effective reading instruction that is aligned with the developmental progression of skills and students, and teachers should design high-quality tasks that lead to better understanding and learning.

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## APPENDIX I: TIME-ON-TASK INSTRUMENTS

أدوات ملاحظة دراسة الوقت المُستغرق في المهام  
مبادرة القراءة والحساب للصفوف المُبكرة (RAMP)  
نموذج موافقة  
البيانات الديموغرافية للغُرفة الصفية  
أداة تتبُّع الوقت  
أداة الملاحظة الصفية المُوقَّعة  
قائمة شطب لِمَا بعد الملاحظة الصفية  
إفادة المُلاحظ

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### قبل المُلاحظة الصفية

رَجِّب بالمعلم. تأكد من أنَّ المعلمَ يدرِّس الصف الذي ترغب بملاحظته. في أثناء الملاحظة، جد مكانًا، حيث يمكنك ملاحظة الدرس بأقل قدر ممكن من التشويش، لتجلس فيه. ابقِ على أدوات الملاحظة أمامك.

### المُقَدِّمة والموافقة

مرحباً، اسمي.....، أنا باحث من وزارة التربية والتعليم. أنا هنا للاطلاع على برنامج مبادرة القراءة والحساب للصفوف المُبكرة RAMP. شكراً لك لإيجاد الوقت للتحدث والتواجد معي اليوم. يهدف هذا البحث إلى فهم كيفية استغلال المعلمين للوقت في التدريس والأنشطة الأخرى خلال اليوم المدرسي. لذلك أودُّ أن أقوم بملاحظتك منذ بداية اليوم المدرسي وإلى أن ينصرف الطلبة.

أودُّ أن تكون مُتّاحاً خلال حصصك الدراسية كما هو الحال في أي يومٍ آخر. سأدوّن ملاحظات بينما أنت تُدرِّس لأتمكّن من رصد الدرس بدقة. ستبقى هذه المعلومات سرية؛ ولن يتم الإفصاح أو تخزين أو الإبلاغ عن اسمك أو أي معلومات تعريفية خاصّة بك أو ذِكرها بجانب نتائج الملاحظة الصفية.

في نهاية اليوم، أودُّ أيضاً أن أُجري معك مقابلة. وستستغرق المقابلة حوالي 10-15 دقيقة.

المشاركة طوعية تماماً. يمكنك أن ترفض المشاركة في هذه الملاحظة الصفية أو إنهاؤها متى شئت. إذا اخترت رفض المشاركة أو إنهاؤها في أي وقت، فلن يكون هنالك أي تداعيات سلبية.

هل تُوافق على المشاركة؟ نعم/لا

رقم الملاحظ:

\_\_\_\_\_

تاريخ الملاحظة:

\_\_\_\_/\_\_\_\_/\_\_\_\_

اسم المديرية:

\_\_\_\_\_

اسم المدرسة:

\_\_\_\_\_

نوع المدرسة:

☐ فترة واحدة ☐ فترة صباحية ☐ فترة مسائية

الصف الذي تتم ملاحظته:

☐ الصف الأول ☐ الصف الثاني ☐ الصف الثالث

حجم الغرفة الصفية:

إناث \_\_\_\_\_ ذكور \_\_\_\_\_

الرمز التعريفي بالمعلم:  
(ستُحدّده برمجية تانجيرين)

\_\_\_\_\_

الوقت	إجمالي الدقائق	النشاط	المادة الدراسية (ضع إشارة صح واحدة)
__:__:__		يبدأ المُلاحظ الملاحظة الصفية	
__:__:__	__:__:__	يبدأ تدريس الحصّة الأولى	<input type="checkbox"/> اللغة العربية <input type="checkbox"/> التربية الفنية <input type="checkbox"/> الرياضيات
__:__:__	__	ينتهي تدريس الحصّة الأولى	<input type="checkbox"/> التربية الرياضية <input type="checkbox"/> التربية الإسلامية <input type="checkbox"/> العلوم <input type="checkbox"/> الاجتماعيات
__:__:__	__:__:__	يبدأ تدريس الحصّة الثانية	<input type="checkbox"/> اللغة العربية <input type="checkbox"/> التربية الفنية <input type="checkbox"/> الرياضيات
__:__:__	__	ينتهي تدريس الحصّة الثانية	<input type="checkbox"/> التربية الرياضية <input type="checkbox"/> التربية الإسلامية <input type="checkbox"/> العلوم <input type="checkbox"/> الاجتماعيات
__:__:__	__:__:__	يبدأ تدريس الحصّة الثالثة	<input type="checkbox"/> اللغة العربية <input type="checkbox"/> التربية الفنية <input type="checkbox"/> الرياضيات
__:__:__	__	ينتهي تدريس الحصّة الثالثة	<input type="checkbox"/> التربية الرياضية <input type="checkbox"/> التربية الإسلامية <input type="checkbox"/> العلوم <input type="checkbox"/> الاجتماعيات
__:__:__	__:__:__	يبدأ تدريس الحصّة الرابعة	<input type="checkbox"/> اللغة العربية <input type="checkbox"/> التربية الفنية <input type="checkbox"/> الرياضيات
__:__:__	__	ينتهي تدريس الحصّة الرابعة	<input type="checkbox"/> التربية الرياضية <input type="checkbox"/> التربية الإسلامية <input type="checkbox"/> العلوم <input type="checkbox"/> الاجتماعيات
__:__:__	__:__:__	يبدأ تدريس الحصّة الخامسة	<input type="checkbox"/> اللغة العربية <input type="checkbox"/> التربية الفنية <input type="checkbox"/> الرياضيات
__:__:__	__	ينتهي تدريس الحصّة الخامسة	<input type="checkbox"/> التربية الرياضية <input type="checkbox"/> التربية الإسلامية <input type="checkbox"/> العلوم <input type="checkbox"/> الاجتماعيات
__:__:__	__:__:__	يبدأ تدريس الحصّة السادسة	<input type="checkbox"/> اللغة العربية <input type="checkbox"/> التربية الفنية <input type="checkbox"/> الرياضيات
__:__:__	__	ينتهي تدريس الحصّة السادسة	<input type="checkbox"/> التربية الرياضية <input type="checkbox"/> التربية الإسلامية <input type="checkbox"/> العلوم <input type="checkbox"/> الاجتماعيات
__:__:__	__:__:__	يبدأ تدريس الحصّة السابعة	<input type="checkbox"/> اللغة العربية <input type="checkbox"/> التربية الفنية <input type="checkbox"/> الرياضيات
__:__:__	__	ينتهي تدريس الحصّة السابعة	<input type="checkbox"/> التربية الرياضية <input type="checkbox"/> التربية الإسلامية <input type="checkbox"/> العلوم <input type="checkbox"/> الاجتماعيات
__:__:__		ينهي المُلاحظ الملاحظة الصفية	

أداة الملاحظة الصفية الموقوتة

رقم الحصة: 1، 2، 3، 4، 5، 6، 7 (اختر رقمًا واحدًا) التاريخ : وقت البدء: وقت الانتهاء:

يوم شهر عام دقيقة ساعة دقيقة ساعة

تعليمات: باستخدام جهاز التوقيت، يقوم المُقيّم، في كل فترة زمنية (مدتها دقيقتان)، برصد ما يحدث في كل مستوى. ويلاحظ المُقيّم ما الذي يجري بالضبط في أثناء الفترة الزمنية ولا يرصد ما حدث قبل الفترة الزمنية. يمكن اختيار بند واحد فقط لكل مستوى، إذ يمكن استخدام أحد هذه البنود في كل درس.

رقم الدقيقة في الحصة الدراسية	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46
التدريس																							
القراءة (R) الكتابة (W) اللغة الشفوية (O) الوعي الصوتي (PA) القواعد (G) التقييم (A) الإدارة الصفية (C) لا شيء (N) الرياضيات (M) موضوع آخر (S)																							
جزئية اللغة																							
قصة (ST) جملة (SE) كلمة (W) جزء من كلمة (WP) حرف (L) صوت (SO) أخرى (O)																							
المواد																							
كتاب (B) كتابي (W) شفوي (O) موضح بالصور (I) لا شيء (N)																							
استجابة الطالب																							
القراءة (R) الاستماع (L) الكتابة (W) شفويًا (O) مادي (P) تلاعب (M) تأهّب (G) غير متفاعل (N)																							
التركيز																							
الصف بأكمله (W) مجموعة كبيرة (L) مجموعة صغيرة (S) أفراد (I)																							

																						مجموعة علاجية (R)	
																						الأهمية	
																						هاتف ومفيد (M) شغل الطلبة (B) بلا إشغال (E)	

التدريس: يهدف هذا المستوى إلى ترميز المهارة الإجمالية التي يُركّز عليها التدريس. قراءة (R): وتتضمن مهارات كمفاهيم المطبوعات (مثال: الاتجاهية والفرافات بين الكلمات وطول الكلمة)؛ ومعرفة الحروف (مثال: أسماء الحروف وأشكالها وأصواتها) وفك الرموز والدمج والطلاقة والاستيعاب. كتابة (W): وتتضمن تدريس حول الكتابة بخط اليد والنسخ والتهجئة وكتابات الطلبة وكتابة اليوميات. وعي صوتي (PA): تحديد وحدات الصوت ومقارنتها وإصدارها والتلاعب بها (تحديد الصوت الأول، تحديد مقاطع الأصوات بالتصفيق، وتحديد القافية) لغة شفوية (O): وتتضمن مهارات كالأغاني والأناشيد والمفردات ومعاني الكلمات. قواعد (G): تتضمن المعرفة بكتابة الحروف الكبيرة والجموع وعلامات الترقيم. تقديم (A): التركيز ليس على المحتوى الجديد؛ فالغاية هي قياس التقدم المُحرز سابقًا في تعلّم اللغة العربية. رياضيات (M): سيستخدم هذا الرمز لجميع عناصر التدريس المتعلقة بالرياضيات (لا يحتوي على رموز متعددة كنتلك المذكورة أعلاه في اللغة العربية). مادة دراسية (S): التدريس في المواد الأخرى كالتربية الفنية أو التربية الإسلامية أو العلوم أو الاجتماعيات. إدارة صفية (C): أي نشاط يهدف إلى إدارة الغرفة الصفية. على سبيل المثال، أن يُدَوّن المعلم أسماء الحضور والغياب، أو أن يطلب من الطلبة إخراج الكُتب من الحقائق لا يُطلب من الطلبة أي أمور أكاديمية. لا شيء (N): لا شيء يُدرس في هذه اللحظة. (مثال: التحدث مع معلم آخر، استخدام الهاتف).	
جزئية اللغة: يهدف هذا المستوى إلى ترميز وحدة اللغة التي يجري تدريسها أو الإشارة إليها. انتقل إلى عنصر جزء من الكلمة (WP) إذا كان التدريس يوضّح كيفية مزج الكلمات أو تقطيعها. انتقل إلى الجملة (SE) إذا كانت المهمة هي ربط الكلمات لتكوين جملة. قصة (ST): تشير إلى قصة أو أنشودة أو أغنية أو فقرة مكوّنة من نص مترابط. وهي أي شيء أطول من جملة واحدة؛ حيث تكون الجمل مترابطة. جملة (SE): جملة واحدة. كلمة (W): كلمة أو كلمات معزولة. جزء من كلمة (WP): جزء من كلمة أو مقطع يجري مزجه أو تقطيعه صوتيًا (مثال: ك - ل - ب) أو تقطيعه بحسب المقطع مثال: (ال - إث - نين). حرف (L): أي حرف. صوت (SO): الصوت الذي يصدره الحرف (مثال: حرف "الباء" يصدر صوت "إب"). أخرى (O): ينصبّ التركيز على محتوى آخر إلى جانب اللغة (مثال: تعداد الأشياء، الإشارة إلى الأيام عندما لا يُشار إلى المطبوعات).	
المواد: يشير هذا المستوى إلى أنواع المواد المُستخدمة في أثناء التدريس، ويرمز إلى المادة التي تمثل موضوع النقاش؛ أي الشيء الذي يشير إليه المعلم أو الشيء الذي يؤثر انتباه الطلبة. قد يكون مرئيًا: كالكتابات على اللوح أو في الكتاب، أو قد يكون محكيًا، مثل كقصيدة محفوظة. كتاب (B): مجموعة الكتب التي قد يستخدمها الطلبة. أمثلة: كتاب الطالب، كتاب قراءة إضافي، كتاب مدرسي، كتاب إلكتروني. كتابي (W): أي نص مكتوب، لا يُعدّ كتابًا للطلبة، يقرأه الطلبة أو كتبه المعلم أو الطلبة (مثال: بطاقات الحروف، جداول جيب، السبورة) شفوي (O): أي لغة تُقدّم شفويًا. قد يبدأ بها المعلم أو الطلبة. مثال توضيحي (I): رسم توضيحي، أو صورة، أو شيء مصنوع من البيئة المحيطة أو أي شيء آخر. لا شيء (N): لا شيء يجري استخدامه أو الإشارة إليه.	
استجابة الطالب: يشير هذا المستوى إلى ما يقوم به الطلبة في أثناء فترة الملاحظة. ما نوع استجابة الطلبة على النشاط الصفّي؟ يقدم هذا المستوى مقياس لنشاط الطالب في الصف. قراءة (R): يقرأ الطلبة شيئًا ما بصمت أو جَهْزًا. استماع (L): يستمع الطلبة أو ينتظرون للإجابة عن سؤال ما. ويشمل هذا رفع الأيدي. كتابة (W): يستجيب الطلبة عبر الكتابة. شفويًا (O): يستجيب الطلبة شفويًا (مثال: غناء أغنية، الإجابة عن سؤال ما). جسديًا (P): يستجيب الطلبة استجابة جسدية (مثال: رفع عدد من أصابع اليد، كتابة كلمة في الهواء). تلاعب (M): يستجيب الطلبة بالتلاعب بأشياء بأيديهم (كتحريك المكعبات لتمثيل الأصوات). تأهّب (G): الطلبة بصدد تلقي شيء ما أو ينتظرون المعلم (مثال: كتاب، حقيبة مدرسية، يصطفون في طابور انتظارًا للمعلم ليصحح إجاباتهم). غير متفاعل (N): الطلبة غير منخرطين أو متفاعلين (ينتظرون خارج النافذة).	
التركيز: يشير هذا المستوى إلى نوع الاستجابة التي يتوقعها المعلم من الطلبة في النشاط. هل يقرأ طالب ما للصف بأكمله؟ هل يتعاون الطلبة على شكل مجموعات صغيرة؟ الصف بأكمله (W): استجابة من الصف بأكمله. مجموعة كبيرة (L): استجابة من مجموعة كبيرة من الطلبة (حوالي 50%) مجموعة صغيرة (S): استجابة من مجموعة صغيرة من الطلبة (أزواج أو مجموعات صغيرة) فرد (I): الاستجابة من طالب واحد. علاجي (R): الاستجابة هي عبارة عن تفاعل بين المعلم والطلبة الذين يتلقون تدريبًا علاجيًا.	
الأهمية: تشير إلى جودة ما يتوقع من بقية الطلبة القيام به مقارنةً مع الذين لوحظوا في مستوى التركيز. هادف ومفيد (M): يقوم الطلبة بشيء يعزّز تعلّمهم خلال التدريس. شغل الطلبة (B): أعطي الطلبة شيئًا ليفعلوه لكنه لا يعزز التعلم (مثال: نشاط تلوين في الصف الثالث). يلا إشغال (E): يتوقع من الطلبة الحضور أو الاستماع أو المشاهدة أو الانتظار.	

قائمة شطب ثنائية لما بعد ملاحظة اللغة العربية

تعليمات: أكمل قائمة الشطب بعد الانتهاء من ملاحظة حصة اللغة العربية. اختر "نعم"، إذا قمت بملاحظة النشاط خلال حصة اللغة العربية؛ اختر "لا" إذا لم تلاحظ النشاط. يُمكن للملاحظين المتقدمين أن يضعوا إشارة صح لكل بند بمجرد رؤيته.

خلال الحصة، قام المعلم بما يلي لدعم اللغة الشفوية		
1.	قادر نشاطاً شفوياً يتضمن السجع أو الجناس أو جمل صعبة النطق للتلاعب باللغة.	نعم لا
2.	قادر نشاطاً شفوياً لتحديد الأصوات أو المقاطع الفردية في الكلمات. (مثال: ما يسمعه في بداية أو منتصف أو نهاية الكلمة... إلخ)	نعم لا
3.	شرح كيف تختلف الكلمات في اللغة العربية المحكية والمكتوبة.	نعم لا
4.	قام بإثراء لغة الطلبة التعبيرية. (مثال: الطالب: "لدي قلم رصاص"، المعلم: "نعم، لديك قلم رصاص رفيع.")	نعم لا
خلال الحصة، قام المعلم بما يلي لدعم المبدأ الأبجدي/ فك الرموز		
5.	درّس أو راجع أسماء الحروف.	نعم لا
6.	درّس أو راجع أصوات الحروف.	نعم لا
7.	درّس أو راجع دمج الحروف لقراءة الكلمات.	نعم لا
8.	درّس أو راجع استراتيجيات تمييز الكلمات (مثال: لفظ الكلمة، النظر إلى الحرف الأول، تقطيع الكلمة، التحقق من خلال المقارنة مع ما هو منطقي في السياق... إلخ)	نعم لا
خلال الحصة، قام المعلم بما يلي لدعم الطلاقة		
9.	نَمذج الإشارة بالإصبع/إظهار الاتجاه للطلبة ليستخدموه أيضاً.	نعم لا
10.	قرأ نصّاً وأعاد الطلبة من بعده (قراءة صدى).	نعم لا
11.	قرأ نصّاً وجعل الطلبة يعيدون القراءة بعده بتناغم (قراءة جماعية).	نعم لا
12.	جعل الطلبة يقرأون على شكل أزواج مع شريك (قراءة مع شريك أو زميل).	نعم لا
13.	جعل الطلبة يقرأون بأنفسهم.	نعم لا
14.	استخدم أي أنشطة أخرى لبناء الطلاقة.	نعم لا
15.	درّس أو راجع القراءة باستخدام التوقف أو التنغيم أو التعبيرات الصوتية	نعم لا
خلال الحصة، قام المعلم بما يلي لدعم استيعاب القصص أو النص		
16.	درّس معنى كلمات غير مألوقة أو رئيسية في قصة أو نص ما.	نعم لا
17.	طرح أسئلة مباشرة أو استذكارية حول قصة أو نص ما فُرِّ لهم أو استمعوا إليه.	نعم لا
18.	طرح أسئلة استنتاجية حول قصة أو نص ما فُرِّ لهم أو استمعوا إليه.	نعم لا
19.	طرح أسئلة تضمنت إجابات الطلبة عنها رأيهم حول قصة أو نص ما.	نعم لا

خلال الحصة، قام المعلم بما يلي لدعم الكتابة		
20.	جعل الطلبة يمارسون طريقة الرسم الصحيحة للحرف؛ كان التركيز على الكتابة بخط اليد.	نعم لا
21.	درّس أو مارس تهجئة الكلمات مع الانتباه إلى أصوات الحروف أو أجزاء الكلمة.	نعم لا
22.	جعل الطلبة يكتبون أو يستنتجون أفكارهم الخاصة (مثال: حروف أو كلمات أو جمل أو أكثر) دون نسخ.	نعم لا
المصادر		
23.	أشار أمام الطلبة إلى نص معروض في الغرفة الصفية (مثال: معلق على الجدران، مُتدلّ من السقف... إلخ) خلال التدريس.	نعم لا
24.	استخدم مواد من البيئية أو الوسائل التعليمية أو الصور أو الرسومات لتحسين فهم الطلبة لمعنى كلمة أو فقرة ما.	نعم لا
25.	قرأ للطلبة من كتاب قصصي أو كتاب كبير أو مقال في صحيفة.	نعم لا
عام		
26.	استخدم تقييم غير رسمي لمتابعة الفهم.	نعم لا
27.	اتخذ ترتيبات مُيسّرة للطلبة الذين احتاجوا لذلك (مثال: الجلوس على مقربة، استخدام خط كبير وواضح).	نعم لا
28.	قدّم تغذية راجعة تصحيحية للأخطاء التي ارتكبتها الطلبة (مثال: إخبار الطلبة بما فاتهم ومساعدتهم في الوصول إلى الإجابة الصحيحة).	نعم لا
29.	قدم دعمًا علاجيًا لمجموعة صغيرة من الطلبة أو طالب واحد لإعادة تدريس نقطة ما أو بناء مهاراتهم الأساسية (أي تقديم شيء قد يكون أقل من مستوى مرحلتهم الصفية إلا أنهم يحتاجون إلى تعلّمه).	نعم لا

#### إفادة الملاحظ:

بعد إكمال قائمة الشطب المتعلقة بدرس اللغة العربية، يجب الملاحظ عن أربعة تساؤلات. والقصد من ذلك هو تقديم وصف موجز لدرس اللغة العربية والتعويض عن أوجه القصور في أدوات الملاحظة.

تساؤلات
1. ما الذي درّسه المعلم؟
2. كيف أُستخدِمت المواد التعليمية والتعلّمية من قِبل المعلم أو الطلبة؟



3. كيف كانت ردة فعل الطلبة؟ (سواء تعليمياً أم سلوكياً)
4. ما رأيك بهذه الحصة؟

\*مثال على إفادة الملاحظ

أمضت المعلمة معظم الوقت في ذكر أسماء الحروف وأصواتها. ثم قام الطلبة بتسمية الأشياء في كتبهم. كتبت على اللوح وأظهرت بطاقات الحروف أمام الطلبة. أعاد الطلبة ما قالته المعلمة؛ ولكن بدا الملل ظاهراً على كثير منهم. كان شرح المعلمة للحروف والأصوات واضحاً ولكن كان هناك الكثير من الإعادة في التدريس.

لتدريب الملاحظين على كتابة هذه العبارات، سنعرض لهم الفئات في الجدول أدناه وما تعنيه.

إفادة الملاحظ	ما تُقدّمه الإفادة
أمضت المعلمة معظم الوقت في ذكر أسماء الحروف وأصواتها. ثم قام الطلبة بتسمية الأشياء في كتبهم.	ما قامت المعلمة بتدريسه
كتبت على اللوح وأظهرت بطاقات الحروف أمام الطلبة.	مواد
أعاد الطلبة ما قالته المعلمة؛ ولكن بدا الملل ظاهراً على كثير منهم.	استجابة الطلبة
كان شرح المعلمة للحروف والأصوات واضحاً، ولكن كان هناك الكثير من الإعادة في التدريس.	رأي

رَمَز المُلَاحِظ:

|\_|\_|\_|\_|\_|

تاريخ الزيارة:

|\_|\_|\_|\_|\_| / |\_|\_|\_|\_|\_| / |\_|\_|\_|\_|\_|

المديرية:

\_\_\_\_\_

اسم المدرسة:

\_\_\_\_\_

نوع المدرسة:

☐ فترة واحدة ☐ فترة صباحية ☐ فترة مسائية

الصف:

☐ الصف الأول ☐ الصف الثاني ☐ الصف الثالث

حجم الصف:

إناث |\_|\_|\_|\_|\_| ذكور |\_|\_|\_|\_|\_|

<p>1. ما المواضيع التي تستمتع بتدريسها في مادة اللغة العربية؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>	<p><input type="checkbox"/> معاني الكلمات <input type="checkbox"/> فك الرموز/قراءة <input type="checkbox"/> الكتابة بخط اليد</p> <p><input type="checkbox"/> الأغاني/الأنشيد <input type="checkbox"/> الكلمات <input type="checkbox"/> كتابة الأسماء</p> <p><input type="checkbox"/> الأحادي <input type="checkbox"/> قراءة القصص <input type="checkbox"/> التهجئة</p> <p><input type="checkbox"/> مفاهيم المطبوعات <input type="checkbox"/> قراءة الحكايات <input type="checkbox"/> تكوين الكلمات</p> <p><input type="checkbox"/> المعرفة بالحروف <input type="checkbox"/> الواقعية <input type="checkbox"/> مواضيع أخرى</p> <p><input type="checkbox"/> الطلاقة</p>
<p>2. ما المواضيع التي تحتاج فيها إلى مزيدٍ من الدّعم في تدريس مادة اللغة العربية؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>	<p><input type="checkbox"/> معاني الكلمات <input type="checkbox"/> فك الرموز/قراءة <input type="checkbox"/> الكتابة بخط اليد</p> <p><input type="checkbox"/> الأغاني/الأنشيد <input type="checkbox"/> الكلمات <input type="checkbox"/> كتابة الأسماء</p> <p><input type="checkbox"/> الأحادي <input type="checkbox"/> قراءة القصص <input type="checkbox"/> التهجئة</p> <p><input type="checkbox"/> مفاهيم المطبوعات <input type="checkbox"/> قراءة الحكايات <input type="checkbox"/> تكوين الكلمات</p> <p><input type="checkbox"/> المعرفة بالحروف <input type="checkbox"/> الواقعية <input type="checkbox"/> مواضيع أخرى</p> <p><input type="checkbox"/> الطلاقة</p>
<p>3. متى آخر مرّة زارك فيها مُدرب؟</p>	<p><input type="checkbox"/> الأسبوع الحالي <input type="checkbox"/> الشهر الماضي <input type="checkbox"/> لم يزرنني أحد مُطلقاً</p> <p><input type="checkbox"/> الأسبوع الماضي <input type="checkbox"/> العام الماضي</p>

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> مُفيدة  <input type="checkbox"/> غير مُفيدة  <input type="checkbox"/> أجاب عن استفساراتي  <input type="checkbox"/> قدّم لي تغذية راجعة  <input type="checkbox"/> نمذج لي  <input type="checkbox"/> جلب لي موارد  <input type="checkbox"/> وبخني  <input type="checkbox"/> غير ذلك  <div style="border-bottom: 1px solid black; width: 100px; margin-top: 10px;"></div> </div> <div style="width: 50%;"> <p>تخطى السؤال أدناه إذا كانت إجابة السؤال السابق  "لم يُرني أحد".  3ب. كيف تصف زيارة المدرب؟</p> <p>لا تقرأ الخيارات.  ضع إشارة "صح" بجانب جميع الخيارات التي  تذكر.</p> </div> </div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> <input type="checkbox"/> 0 دقيقة  <input type="checkbox"/> 5 دقائق  <input type="checkbox"/> 10 دقائق  <input type="checkbox"/> 15 دقيقة </div> <div style="width: 33%;"> <input type="checkbox"/> 20 دقيقة  <input type="checkbox"/> 25 دقيقة  <input type="checkbox"/> 30 دقيقة  <input type="checkbox"/> 35 دقيقة </div> <div style="width: 33%;"> <input type="checkbox"/> 40 دقيقة  <input type="checkbox"/> 45 دقيقة  <input type="checkbox"/> غير ذلك  <div style="border-bottom: 1px solid black; width: 100px; margin-top: 10px;"></div> </div> </div>	<p>4.  كَمْ من الوقت تقريبًا تقضي في تدريس مهارة  القراءة خلال حصة اللغة العربية؟</p> <p>لا تقرأ الخيارات.  ضع إشارة "صح" بجانب خيار واحد فقط.</p>
<div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> <input type="checkbox"/> 0 دقيقة  <input type="checkbox"/> 5 دقائق  <input type="checkbox"/> 10 دقائق  <input type="checkbox"/> 15 دقيقة </div> <div style="width: 33%;"> <input type="checkbox"/> 20 دقيقة  <input type="checkbox"/> 25 دقيقة  <input type="checkbox"/> 30 دقيقة  <input type="checkbox"/> 35 دقيقة </div> <div style="width: 33%;"> <input type="checkbox"/> 40 دقيقة  <input type="checkbox"/> 45 دقيقة  <input type="checkbox"/> غير ذلك  <div style="border-bottom: 1px solid black; width: 100px; margin-top: 10px;"></div> </div> </div>	<p>5.  كَمْ من الوقت تقريبًا تقضي في تدريس مهارة  الكتابة خلال حصة اللغة العربية؟</p> <p>لا تقرأ الخيارات.  ضع إشارة "صح" بجانب خيار واحد فقط.</p>
<div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> <input type="checkbox"/> 0 دقيقة  <input type="checkbox"/> 5 دقائق  <input type="checkbox"/> 10 دقائق  <input type="checkbox"/> 15 دقيقة </div> <div style="width: 33%;"> <input type="checkbox"/> 20 دقيقة  <input type="checkbox"/> 25 دقيقة  <input type="checkbox"/> 30 دقيقة  <input type="checkbox"/> 35 دقيقة </div> <div style="width: 33%;"> <input type="checkbox"/> 40 دقيقة  <input type="checkbox"/> 45 دقيقة  <input type="checkbox"/> غير ذلك  <div style="border-bottom: 1px solid black; width: 100px; margin-top: 10px;"></div> </div> </div>	<p>6.  كَمْ من الوقت تقريبًا تقضي في تدريس مهارة  القراءة خارج حصة اللغة العربية؟</p> <p>لا تقرأ الخيارات.  ضع إشارة "صح" بجانب خيار واحد فقط.</p>
<div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> <input type="checkbox"/> 0 دقيقة  <input type="checkbox"/> 5 دقائق  <input type="checkbox"/> 10 دقائق  <input type="checkbox"/> 15 دقيقة </div> <div style="width: 33%;"> <input type="checkbox"/> 20 دقيقة  <input type="checkbox"/> 25 دقيقة  <input type="checkbox"/> 30 دقيقة  <input type="checkbox"/> 35 دقيقة </div> <div style="width: 33%;"> <input type="checkbox"/> 40 دقيقة  <input type="checkbox"/> 45 دقيقة  <input type="checkbox"/> غير ذلك  <div style="border-bottom: 1px solid black; width: 100px; margin-top: 10px;"></div> </div> </div>	<p>7.  كَمْ من الوقت تقريبًا تقضي في تدريس مهارة  الكتابة خارج حصة اللغة العربية؟</p> <p>لا تقرأ الخيارات.  ضع إشارة "صح" بجانب خيار واحد فقط.</p>

<p>هل لديك وقت كافٍ لتدريس اللغة العربية بالطريقة التي تُفضلها؟</p> <p><input type="checkbox"/> نعم <input type="checkbox"/> لا</p>	<p>18. هل لديك وقت كافٍ لتدريس اللغة العربية بالطريقة التي تُفضلها؟</p>
<p>عدد الحصص في الجدول الدراسي المُخصصة للغة العربية غير كافٍ <input type="checkbox"/></p> <p>مُدّة الدوام المدرسي قليلة <input type="checkbox"/></p> <p>المواد الدراسية الأخرى تتطلب وقتًا طويلًا <input type="checkbox"/></p> <p>مسؤوليات مدرسيّة أخرى <input type="checkbox"/></p> <p>يحتاج الطلاب إلى دعمٍ أكثر مما باستطاعتي أن أقدم خلال المدة الزمنية المتاحة <input type="checkbox"/></p> <p>أسباب أخرى _____ <input type="checkbox"/></p>	<p>اطرح السؤال أدناه إذا كانت الإجابة عن السؤال السابق "لا".</p> <p>8ب. برأيك، ما الأسباب التي لا تجعل الوقت المُتاح لك كافيًا؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>
<p><input type="checkbox"/> الكتب القصصيّة <input type="checkbox"/> تدريب <input type="checkbox"/> دعم من مدير المدرسة</p> <p><input type="checkbox"/> كُرّاسات الأنشطة <input type="checkbox"/> كيفية تقديم تدريسٍ متميّز <input type="checkbox"/> دعم من الأقران</p> <p><input type="checkbox"/> الملصقات <input type="checkbox"/> أفكار للتقييم <input type="checkbox"/> دعم من أولياء الأمور</p> <p><input type="checkbox"/> البطاقات <input type="checkbox"/> أفكار للمعلم <input type="checkbox"/> اللوازم التعليمية <input type="checkbox"/> دليل المعلم</p> <p><input type="checkbox"/> توافر آلة نسخ <input type="checkbox"/> الأثاث <input type="checkbox"/> أعداد أصغر من الطلبة</p> <p><input type="checkbox"/> إتاحة المكتبة <input type="checkbox"/> أمور أخرى _____ <input type="checkbox"/></p>	<p>9. ما المجالات التي تحتاج إلى دعمٍ فيها لمُساعد جميع طلابك على تعلّم القراءة والكتابة؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>
<p><input type="checkbox"/> كتب ذات مستويات مختلفة <input type="checkbox"/> تدريب: كيفية تحديد الفجوات <input type="checkbox"/> تدريب: ما يَجْدُر علمه مع بقية طلبة الصف</p> <p><input type="checkbox"/> مواد تعليمية للعمل المستقل <input type="checkbox"/> تدريب: كيفية تنفيذ بعض الأنشطة الجديدة <input type="checkbox"/> أثاث يُتيح العمل ضمن مجموعات</p> <p><input type="checkbox"/> إذنٌ لتبطين سرعة تغطية المنهاج <input type="checkbox"/> لا شيء <input type="checkbox"/> أمور أخرى _____</p>	<p>10. إننا نسعى إلى تقديم طرائق تدريس مُتميّزة. ما الذي تحتاج إليه لتطبيق هذا النهج التدريسي بشكلٍ أكثر؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>
<p><input type="checkbox"/> نعم <input type="checkbox"/> لا</p>	<p>11. هل فعلت مشاركة أولياء الأمور؟</p>

<p> <input type="checkbox"/> لا أعرف كيف أفعّلها  <input type="checkbox"/> لا أريد أن أفعّلها  <input type="checkbox"/> لا يوجد لدي وقت كافٍ  <input type="checkbox"/> مسؤوليات مدرسية أخرى  <input type="checkbox"/> مسؤوليات أخرى غير المسؤوليات المدرسية  <input type="checkbox"/> لا تتوافر لدي المواد اللازمة  <input type="checkbox"/> أحتاج إلى دعم مدير المدرسة  <input type="checkbox"/> مشاركة أولياء الأمور لا تُفيد  <input type="checkbox"/> أولياء الأمور غير مهتمين  <input type="checkbox"/> نحتاج إلى مكانٍ نلتقي فيه  <input type="checkbox"/> مُعوقات أخرى </p>	<p>         اطرح السؤال أدناه إذا كانت الإجابة عن السؤال السابق "لا".          11ب. ما المُعوقات؟          لا تقرأ الخيارات.          ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر. </p>
<p> <input type="checkbox"/> نعم <input type="checkbox"/> لا </p>	<p>         12أ.          هل بدأت بتطبيق برنامج تشجيع القراءة في الصف الذي تُدرّسه؟ </p>
<p> <input type="checkbox"/> أصبح الأطفال يقرأون أكثر  <input type="checkbox"/> أصبح الأطفال يُريدون القراءة  <input type="checkbox"/> التنافس الودي  <input type="checkbox"/> ساعدهم على تحسين الطلاقة الأخرى  <input type="checkbox"/> ساعدهم على تحسين استيعابهم  <input type="checkbox"/> قلّل البرنامج من حبّ القراءة  <input type="checkbox"/> البرنامج يُلهيهم عن المواد الدراسية الأخرى  <input type="checkbox"/> آثار أخرى </p>	<p>         اطرح السؤال أدناه إذا كانت الإجابة عن السؤال السابق "نعم".          12ب. ما الآثار الناجمة عن برنامج تشجيع القراءة التي شهدتها في الصف الذي تُدرّسه؟          لا تقرأ الخيارات.          ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر. </p>
<p> <input type="checkbox"/> لا أعرف آلية تطبيقه  <input type="checkbox"/> لا أريد تطبيقه  <input type="checkbox"/> لا أريد عمل مسابقة في القراءة  <input type="checkbox"/> لا يوجد لدي وقت كافٍ  <input type="checkbox"/> أحتاج إلى دعم مدير المدرسة  <input type="checkbox"/> أحتاج إلى دعم من الأقران  <input type="checkbox"/> أحتاج إلى مواد البرنامج  <input type="checkbox"/> مُعوقات أخرى </p>	<p>         اطرح السؤال أدناه إذا كانت الإجابة عن السؤال 12أ "لا".          12ج. ما مُعوقات تطبيق برنامج تشجيع القراءة في الصف الذي تدرّسه؟ </p>

مقابلة مدير المدرسة

قبل البدء بالمقابلة

رَجَبُ بمدير المدرسة صباحاً. أخبره بأن فريق الملاحظة سيقوم بملاحظة ومقابلة معلمي الصف الأول والثاني والثالث لمعظم اليوم، وأسأله عما إذا كان بإمكانه الاجتماع لمدة عشر دقائق في نهاية اليوم لإجراء مقابلة قصيرة.

#### المُقَدِّمة والموافقة

مرحباً، اسمي.....، أنا باحث من وزارة التربية والتعليم. نحن (فريق الملاحظة) هنا للاطلاع على برنامج مبادرة القراءة والحساب للصفوف المُبَكِّرة (RAMP) في الصف الأول وحتى الصف الثالث. شكراً لك لإيجاد الوقت للترحيب بنا اليوم في المدرسة. يهدف هذا البحث إلى فهم كيفية استغلال المعلمين للوقت في التدريس والأنشطة الأخرى خلال اليوم المدرسي. لذلك أودُّ أن أُجري مقابلة معك. ستستغرق المقابلة 10 دقائق تقريباً. ستبقى هذه المعلومات سرية؛ ولن يتم الإفصاح أو تخزين أو الإبلاغ عن اسمك أو أي معلومات تعريفية خاصة بك.

المشاركة طوعية تماماً. يمكنك أن ترفض المشاركة في هذه الملاحظة الصفية أو إنهاؤها متى شئت. إذا اخترت رفض المشاركة في المقابلة أو إنهاؤها في أي وقت، فلن يكون هنالك أي تداعيات سلبية.

هل تُوافق على المشاركة؟ نعم/لا

مقابلة مدير المدرسة (دراسة بحثية عن الوقت المُستغرق في المهام، شباط 2022)

رَمَزُ المُلَاحِظ:

\_\_\_\_\_

تاريخ الزيارة:

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_

المديرة:

\_\_\_\_\_

اسم المدرسة:

\_\_\_\_\_

نوع المدرسة:

☐ فترة واحدة ☐ فترة صباحية ☐ فترة مسائية

<div> <div> <input type="checkbox"/> جهد المعلم         <input type="checkbox"/> خلق ثقافة القراءة       </div> <div> <input type="checkbox"/> تعاون المعلم         <input type="checkbox"/> المكتبة       </div> <div> <input type="checkbox"/> دعم من أولياء الأمور         <input type="checkbox"/> التركيز على المهارات       </div> <div> <input type="checkbox"/> اتباع المعايير         <input type="checkbox"/> أمور أخرى _____       </div> <div> <input type="checkbox"/> استخدام التكنولوجيا       </div> </div>	<p>1.</p> <p>فيما يتعلق بتدريس مهارتي القراءة والكتابة، ما الجوانب التي -برأيك- تسير على نحو جيد في مدرستك؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>
<div> <div> <input type="checkbox"/> تدريب         <input type="checkbox"/> دعم من مدير المدرسة       </div> <div> <input type="checkbox"/> كُرَاسات الأنشطة         <input type="checkbox"/> كُتُب القصصيّة       </div> <div> <input type="checkbox"/> تدرّيس مُتمايز         <input type="checkbox"/> أفكار للتقييم       </div> <div> <input type="checkbox"/> دليل المعلم         <input type="checkbox"/> الأثاث       </div> <div> <input type="checkbox"/> إتاحَة المكتبة         <input type="checkbox"/> أمور أخرى _____       </div> </div>	<p>2.</p> <p>ما المجالات التي يحتاج معلمو الصف الأول إلى دَعْمٍ فيها لمساعدة جميع طلابك على تعلُّم القراءة والكتابة؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>
<div> <div> <input type="checkbox"/> تدريب         <input type="checkbox"/> دعم من مدير المدرسة       </div> <div> <input type="checkbox"/> كُرَاسات الأنشطة         <input type="checkbox"/> كُتُب القصصيّة       </div> <div> <input type="checkbox"/> تدرّيس مُتمايز         <input type="checkbox"/> أفكار للتقييم       </div> <div> <input type="checkbox"/> دليل المعلم         <input type="checkbox"/> الأثاث       </div> <div> <input type="checkbox"/> إتاحَة المكتبة         <input type="checkbox"/> أمور أخرى _____       </div> </div>	<p>3.</p> <p>ما المجالات التي يحتاج معلمو الصف الثاني إلى دَعْمٍ فيها لمساعدة جميع طلابك على تعلُّم القراءة والكتابة؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>
<div> <div> <input type="checkbox"/> تدريب         <input type="checkbox"/> دعم من مدير المدرسة       </div> <div> <input type="checkbox"/> كُرَاسات الأنشطة         <input type="checkbox"/> كُتُب القصصيّة       </div> <div> <input type="checkbox"/> تدرّيس مُتمايز         <input type="checkbox"/> أفكار للتقييم       </div> <div> <input type="checkbox"/> دليل المعلم         <input type="checkbox"/> الأثاث       </div> <div> <input type="checkbox"/> إتاحَة المكتبة         <input type="checkbox"/> أمور أخرى _____       </div> </div>	<p>4.</p> <p>ما المجالات التي يحتاج معلمو الصف الثالث إلى دَعْمٍ فيها لمساعدة جميع طلابك على تعلُّم القراءة والكتابة؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>
<div> <div> <input type="checkbox"/> كُتُب ذات مستويات مختلفة         <input type="checkbox"/> تدريب: كيفية تحديد الفجوات       </div> <div> <input type="checkbox"/> مواد تعليمية للعمل المستقل       </div> <div> <input type="checkbox"/> إذنٌ لتبطين سرعة تغطية المنهاج       </div> </div>	<p>5.</p> <p>إننا نسعى إلى تقديم طرائق تدريس مُتمايَزة. ما الذي يحتاج إليه معلمو مدرستك لتطبيق هذا النهج التدريسي بش أكثر؟</p>

<p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>					<p><input type="checkbox"/> تدريب: ما يَجْدُر علمه مع <input type="checkbox"/> لا شيء</p> <p>بقية طلبة الصف <input type="checkbox"/> أمور أخرى</p> <p><input type="checkbox"/> تدريب: كيفية تنفيذ بعض أنشطة RAMP الجديدة</p> <p><input type="checkbox"/> أثاث يُتيح العمل ضمن مجموعات</p>																																		
<p>16. هل يوجد مجتمع تعلّم فعّال في مدرستك؟</p>					<p><input type="checkbox"/> نعم <input type="checkbox"/> لا</p>																																		
<p>اطرح السؤال أدناه إذا كانت الإجابة عن السؤال السابق "لا".</p> <p>6 ب. ما مُعيقات وجود مجتمع تعلّم في هذه المدرسة؟</p> <p>لا تقرأ الخيارات.</p> <p>ضع إشارة "صح" بجانب جميع الخيارات التي تُذكر.</p>					<p><input type="checkbox"/> لا أعرف كيف أجريه <input type="checkbox"/> أحتاج إلى تدريب</p> <p><input type="checkbox"/> لا أريد أن أجريه <input type="checkbox"/> مجتمع التعلّم لا يُفيد المعلمين</p> <p><input type="checkbox"/> لا يوجد لدي وقت <input type="checkbox"/> نحتاج إلى مكانٍ نلتقي فيه</p> <p>كافٍ <input type="checkbox"/> أوكلت هذا الأمر إلى مساعدي</p> <p><input type="checkbox"/> مسؤوليات مدرسية <input type="checkbox"/> مُعيقات أخرى</p> <p>أخرى <input type="checkbox"/> مسؤوليات أخرى</p>																																		
<p>7. متى آخر مرة طلبت فيها الدعم من المشرف؟</p> <p>ضع إشارة "صح" بجانب خيار واحد فقط.</p>					<p><input type="checkbox"/> الأسبوع الحالي <input type="checkbox"/> الشهر</p> <p><input type="checkbox"/> الأسبوع الماضي <input type="checkbox"/> الماضي</p> <p><input type="checkbox"/> العام الماضي <input type="checkbox"/> لم أطلب دعم من المشرف مطلقاً</p>																																		
<p>8. أخبر المدير بأنك ستنتهي بنشاط فرز لفهم استخدام بعض المواد التعليمية في مدرسته.</p> <p>أظهر جدول التصنيف والبطاقات وُقِل: "هذا جدول فرز (تصنيف) كيفية استخدام المواد التعليمية المكتوبة على هذه البطاقات في مدرستك. ستقرأ البنود الموجودة على كل بطاقة وتصنّف المواد تحت كل بند: نستخدمه/لدينا لكن لا نستخدمه/لم نستلمه/لم نسمع عنه على الإطلاق. ولا توجد إجابات صحيحة أو غير صحيحة."</p>					<table border="1"> <thead> <tr> <th>البطاقة</th> <th>نستخدمه</th> <th>لدينا لكن لا نستخدمه</th> <th>لم نستلمه</th> <th>لم نسمع عنه على الإطلاق</th> </tr> </thead> <tbody> <tr> <td>كراسة أنشطة الرياضيات للصف الثاني (RAMP)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>كراسة أنشطة الرياضيات للصف الثالث (RAMP))</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>كراسة أنشطة القراءة للصف الأول (RAMP))</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>كراسة أنشطة القراءة للصف الثاني (RAMP))</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>كراسة أنشطة القراءة للصف الثالث (RAMP))</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					البطاقة	نستخدمه	لدينا لكن لا نستخدمه	لم نستلمه	لم نسمع عنه على الإطلاق	كراسة أنشطة الرياضيات للصف الثاني (RAMP)					كراسة أنشطة الرياضيات للصف الثالث (RAMP))					كراسة أنشطة القراءة للصف الأول (RAMP))					كراسة أنشطة القراءة للصف الثاني (RAMP))					كراسة أنشطة القراءة للصف الثالث (RAMP))				
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				أداة تشخيص القدرات <b>RAMP))</b>	بعد أن يقوم المدير بتصنيف المواد، ضع إشارة "صح" في مربع البند الذي يتوافق مع التصنيف.
				أداة التقويم الخاصة <b>RAMP))</b>	
				مجموعة قصص برنامج تشجيع القراءة <b>RAMP))</b>	
				دليل المعلم الخاص <b>RAMP</b>	
				الكتاب المدرسي للصف الأول الخاص بالوزارة	
				الكتاب المدرسي للصف الثاني الخاص بالوزارة	
				الكتاب المدرسي للصف الثالث الخاص بالوزارة	
				كراسة الخط الخاصة بالوزارة	
				قصص وزارة التربية والتعليم	

## APPENDIX II: THE LIST OF ATTENDED SUPERVISORS AND ASSESSORS

الاسم	المديرية أو القسم
ياسر العتوم	التخطيط والبحث التربوي
غادة العكول	التخطيط والبحث التربوي
أفنان المومني	التخطيط والبحث التربوي
ميسون غطاشة	جرش
أيمن عياصرة	جرش
هند صمادي	عجلون
ثامر سميران	البادية الشمالية الغربية
بسمة معمر	الزرقاء الأولى
خولة محمود	الزرقاء الأولى
ندى الطوايعة	سحاب
عصمت الروسان	الزرقاء الثانية
عربن المحارمة	الجامعة
نورا أبو قطام	ناعور
نبيلة دبوس	ماركا
نضال الزعبي	قصبه عمان
نهاية هريش	الأغوار الشمالية
هدى مقدادي	الكورة
رشا الشبول	الرمثا
حسين شكور	الطيبة والوسطية
فادي أبو جودة	مأدبا
سهام ارحيل	السلط
حسين الصلاحات	دير علا
أماني أبو عنزة	السلط
محمد بدارين	الطفيلة
بشير حجازين	القصر
سكينة الدغيمات	الأغوار الجنوبية
نهاد الليمون	القصر
قاسم شقيرات	البادية الجنوبية
فاطمة السلامين	البترا
نادية معتوق	معان

### APPENDIX III: TRAINING AGENDA

## الوقت المُخصَّص للتعليم (Time on Task)

تدريب المشرفين

السبت - الاثنين الموافق 21 - 2022/5/23

10 صباحًا - 3 عصرًا في فندق إياس

اليوم الأول	
المدة	الفقرة
90 دقيقة	توضيح أهداف الدراسة وSOPs
60 دقيقة	شرح أداة الملاحظة الصفية الموقوتة وأداة تتبع الوقت
30 دقيقة	استراحة
90 دقيقة	تطبيق أداة الملاحظة الصفية الموقوتة
30 دقيقة	تحضير اليوم الثاني من التدريب وتنزيل الأداة
الختام	

اليوم الثاني	
المدة	الفقرة
90 دقيقة	التدرب على تطبيق أداة الملاحظة الصفية الموقوتة (حالات)
70 دقيقة	شرح الاستبانات وقائمة الشطب
30 دقيقة	استراحة
40 دقيقة	الاختبار الأول (1IRR)
30 دقيقة	مناقشة الاختبار
30 دقيقة	التدرب على تطبيق أداة الملاحظة الصفية الموقوتة (حالات)
الختام	

اليوم الثالث	
المدة	الفقرة
150 دقيقة	التدرب على تطبيق الأدوات في المدرسة
30 دقيقة	استراحة
40 دقيقة	الاختبار الثاني (2IRR)
40 دقيقة	توزيع الفرق والأمور اللوجستية
الختام	

## APPENDIX IV: STANDARD OPERATING PROCEDURE

**SOP:** Time on Task

**Version:** 1

**Effective:** May 21, 2022

**Questions:**

Rula Al-Jundi: 077 63 22 556

**Team Number** \_\_\_\_ **Members:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Standard Operating Procedure (SOP)

---

**1.0 Purpose:** To describe the procedures for conducting the Time On Task Study.

**2.0 Responsibility:** This SOP is for the RAMP research team and the observers.

**3.0 Equipment Checklist:**

- |   |  |
|---|--|
| <input type="checkbox"/> this SOP (1 per observer)                      | <input type="checkbox"/> timed observation form (5 per day in the booklet)   |
| <input type="checkbox"/> name tag (1 per observer)                      | <input type="checkbox"/> time tracker (1 per day in the booklet)             |
| <input type="checkbox"/> Ministry of Education letter (1 per observer)  | <input type="checkbox"/> binary checklist (1 per day, in the booklet)        |
| <input type="checkbox"/> school list                                    | <input type="checkbox"/> sort cards and table (1 per team)                   |
| <input type="checkbox"/> charged tablet with Tangerine tools            | <input type="checkbox"/> clipboard, pen, pencil, and rubber (1 per observer) |
| <input type="checkbox"/> timed observation definitions (1 per observer) | <input type="checkbox"/> document folder for protocols                       |
- 

**4.0 Responsibilities of Team:**

- a. Participate in observer training.
  - b. Contact assigned schools.
  - c. Travel to the assigned schools.
  - d. Provide the Principal an overview of the activities.
  - e. Each observer observes either a grade 1, grade 2, or grade 3 class throughout the day and conducts a teacher interview. One observer interviews the Principal.
  - f. Enter the responses into Tangerine.
  - g. Upload the data to the cloud.
  - h. Daily share experiences and challenges with the Time on Task research team.
- 

**5.0 Training:** Before data collection, all observers will have:

- a. Reviewed this SOP.
  - b. Read the consent, the time tracker, the observation tools, and the interviews.
  - c. Practiced coding the observation.
  - d. Practiced administering the interviews.
  - e. Achieved an acceptable understanding of the qualitative behaviors for reliable data collection.
  - f. Achieved an acceptable level of consistency with other observers.
-

## **6.0 Preparation:** Before each school visit:

- a. Contact your school.
  - b. Confirm transportation.
  - c. Confirm morning meeting time and location with other observers.
  - d. Verify supplies for each school. (Section 3.0).
- 

## **7.0 School Introductions** (Put the following italicized text into your own words.)

*We are here from the Ministry of Education in collaboration with RAMP. We are interested in how the school day is used to support students reading and writing development in Grades 1, Grade 2, and Grade 3 and how those skills are taught. These results will be used to inform ways to support reading, writing, and language instruction. We would like to observe in these classrooms for \_\_\_\_ hours to capture this information. With their permission, we would also like to interview the teachers we observe. Those interviews will take about 15 minutes. Also, one of us would like to interview the Principal. We realize that this is an extra effort for the school. Your support for this activity is much appreciated.*

In this brief meeting establish a time to interview the Principal and confirm that the teachers to be observed are present.

---

## **8.0 Logistics and Administration:**

- a. Your observer code is your initials and the number assigned at training. (RA01).
  - b. Before the observation establish rapport and get consent from the teacher. The full version is included in the protocol. The teacher should conduct her day as she would typically.
  - c. Find a place to sit in the classroom that is not disruptive. Ideally, you will sit behind the students.
  - d. Put your mobile phone on silent.
  - e. You will use the paper booklet for the observations.
    - a. Time Tracker: Use a timer (mobile or tablet) to note the start and end of each subject.
    - b. Timed Observation: Use the paper version for each subject, including Arabic.
    - c. Checklist: Complete after the Arabic lesson. (Some advanced observers may be able to complete it as they also use the Timed Observation.)
  - f. Teacher Interview: Use Tangerine to interview the teacher during recess or at the end of the school day. Note the random identification generated by Tangerine. Write it on the booklet.
  - g. Principal Interview: One person from each team will use Tangerine to interview the Principal. The final question is about the sort activity. After the Principal has sorted the cards, they enter into Tangerine.
  - h. Tangerine: Enter observation data at the end of the day into Tangerine. Include the random teacher id that was created during the teacher interview.
  - i. Upload the data.
- 

## **9.0 Post-Test Administration**

- a. Leave the observation / interview area better than you found it.
  - b. Thank the Principal and the teachers.
  - c. Enter classroom observation data into Tangerine.
  - d. Upload the data.
  - e. Notify \_\_\_\_\_ of any problems (teacher absences).
- 

## **10.0 Schedule**