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Adaptive Assessment Frameworks in a Dynamic Curriculum: Re-Imagining Teacher Evaluation in Zambia's Phased CBC Implementation

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Abstract

This study examines how teacher evaluation in Zambia can be restructured to align with the Competency-Based Curriculum (CBC), which is being implemented in phases. Traditional teacher evaluation models have historically prioritized instructional inputs, such as lesson planning and pedagogical techniques, rather than assessing learning outputs that reflect student competencies (Darling-Hammond, 2017). As Zambia transitions toward a competency-driven approach, this study advocates for an Adaptive Assessment Framework that evaluates teachers based on student mastery of skills and competencies, ensuring that assessment methodologies evolve alongside curricular changes. Grounded in the Constructivist Learning Theory (Vygotsky, 1978) ^[5], Adaptive Expertise Framework (Bransford *et al.*, 2000), the study emphasizes the need for flexible, inclusive, and performance-based teacher evaluation models. It also integrates principles from Competency-Based Assessment (Wolf, 2001) and Equity and Inclusive Assessment (Brookhart, 2013) ^[2] to ensure

fairness in evaluating teacher effectiveness. This study adopts a qualitative approach, utilising a systematic review of published peer reviewed literature, policy documents and reports to analyse teacher evaluation frameworks. Additionally, descriptive interviews with Education Administrators, Standards Officers (ESOs), School administrators and Heads of Departments (HODs) in Lusaka Province will be conducted. Findings will provide insights into teacher preparedness, assessment gaps, and best practices in competency-based teacher evaluation.

Drawing on global best practices and Zambia's 2023 Zambia Education Curriculum Framework (ZECF), the study proposes strategies for integrating competency-based teacher evaluation models, addressing implementation challenges, and ensuring fairness and inclusivity. The study's recommendations will guide policy adjustments to align teacher evaluation with CBC principles, ensuring that assessments reflect and promote learner skill mastery rather than merely measuring instructional compliance.

Keywords: Adaptive Assessment Framework, Competency-Based Curriculum, Teacher Evaluation, Student Mastery of Skills, Competency-Based Assessment, Adaptive Expertise Framework, Equity and Inclusive Assessment

Introduction

Background and Context

Teacher evaluation remains a critical lever in education reform, with a direct bearing on the quality of instruction and learner achievement. Globally, evaluation systems are evolving toward adaptive, output-oriented models that emphasize learner outcomes, especially in response to dynamic curricular demands. However, Zambia's current teacher evaluation approaches remain largely input-focused, emphasizing procedural compliance, syllabus coverage, and administrative documentation, with limited capacity to measure the actual impact of teaching on learner competences.

The phased implementation of the Competence-Based Curriculum (CBC) in Zambia presents a transformative opportunity to re-imagine teacher evaluation. The CBC is designed to cultivate 21st-century skills such as critical thinking, problem-solving, creativity, and entrepreneurship—key attributes for employability and lifelong learning. However, the persistence of outdated evaluation tools, such as the Teacher Performance Audit, limits the ability to assess how well teachers are facilitating these

competences in real classroom settings.

This study advocates for an adaptive, output-based teacher evaluation framework that aligns with the CBC's learner-centered and skills-oriented goals. Such a framework must shift attention from routine inputs to measurable outcomes, focusing on how teaching practices foster learner achievement and job readiness. In Zambia's diverse educational landscape—characterized by both urban and rural schools with varying resource levels—there is a pressing need for context-sensitive evaluation mechanisms that reflect local realities while driving national education quality standards.

Challenges with Current Evaluation Tools

The existing teacher evaluation instruments, especially the Teacher Performance Audit, are misaligned with the learner-focused philosophy of the CBE. They remain centered on teacher activities rather than learner outcomes, thus failing to capture the transformative goals of competence-based education. To bridge this gap, a revised evaluation framework must integrate the following key dimensions:

1. **Learning Outcomes:** Measure the extent to which learners attain intended knowledge, skills, and competences, especially those aligned with employability.
2. **Instructional Strategies:** Assess the application of inclusive, learner-centered teaching methods that address diverse needs and promote critical thinking.
3. **Assessment and Feedback:** Evaluate how formative and summative assessments are used to track learner progress and support continuous improvement.
4. **Classroom Management:** Examine the ability of teachers to foster an organized, engaging, and safe learning environment conducive to active participation.
5. **Professional Development:** Consider teachers' commitment to continuous learning, reflective practice, and collaboration aimed at instructional improvement.
6. **Learner Engagement:** Assess the effectiveness of strategies used to motivate and empower learners to take ownership of their learning.
7. **Accountability:** Establish clear, measurable benchmarks that promote transparency and performance accountability.
8. **Output-Oriented Framework:** Ensure that lesson plans, instructional approaches, and assessments are aligned with targeted competences, especially those linked to Zambia's labor market needs. Evaluators must ask:
 1. Are learning targets aligned with job readiness?
 2. Do teaching strategies foster relevant, critical skills?
 3. Are assessments effectively capturing learner growth in key competence areas?

By reimagining teacher evaluation through an adaptive and output-oriented lens, this research endeavoured to support the successful implementation of Zambia's Competency-Based Curriculum (CBC), while ensuring that teaching practices meaningfully contribute to the development of employable and competent graduates.

Research Questions

1. How can teacher evaluation practices in Zambia be restructured to align with the Competency-Based Curriculum (CBC) and prioritize learner outcomes over

instructional inputs?

2. What are the current gaps and limitations in Zambia's teacher evaluation systems with regard to assessing teacher contributions to learner competence development?
3. How do educational stakeholders—including Education Standards Officers, school administrators, and Heads of Departments—perceive the effectiveness and fairness of existing teacher evaluation tools in the context of CBC implementation?
4. What key components should be included in an Adaptive Assessment Framework that effectively evaluates teacher performance based on learner mastery of competencies, and how can this framework be implemented in Zambia's phased CBC rollout?

Research Purpose

The study aimed to transform Zambia's teacher evaluation system to align with the Competency-Based Curriculum (CBC) by shifting from input-based measures to output-oriented indicators of teacher effectiveness. It focused on developing an Adaptive Assessment Framework to assess teachers' impact on learners' mastery of competencies related to employability and lifelong learning. Through qualitative analysis of literature, policy documents, and stakeholder interviews, the research identified key teaching indicators, highlighted gaps in current evaluation practices, and proposed context-sensitive, equity-driven strategies suited to diverse educational settings. The goal was to enhance teaching quality and learner outcomes under the CBC.

Literature Review

This literature review explores the theoretical, empirical, and contextual foundations that inform the design and implementation of adaptive assessment frameworks within Zambia's phased Competency-Based Curriculum (CBC).

Theoretical Foundations

This study is informed by two interrelated theories that shape its understanding of teacher evaluation in the context of Zambia's phased Competency-Based Curriculum (CBC) implementation.

First, the Constructivist Learning Theory (Vygotsky, 1978) ^[5] emphasizes learner-centered and active learning approaches in which teachers serve as facilitators in the co-construction of knowledge and competencies rather than as mere transmitters of content. This theoretical stance highlights the importance of interactive and participatory teaching methods, scaffolding, and contextualized learning experiences that promote critical thinking, collaboration, and problem-solving.

Second, the Adaptive Expertise Framework (Bransford *et al.*, 2000) underscores the importance of teachers' ability to apply knowledge flexibly across varied contexts, demonstrating responsiveness to learner feedback, innovation in lesson design, and a commitment to continuous professional growth.

These theories are complemented by the Learning Triangle principle, which posits that teachers contribute approximately 33% to the overall effectiveness of teaching and learning. This underscores their critical role in shaping learners' mastery of skills and competencies and reinforces

the need for teacher evaluation tools that capture their full impact.

Contextual Inputs

Effective teacher evaluation begins with a clear understanding of the broader context in which educators operate. **Darling-Hammond (2013)** ^[17] emphasises that teacher qualifications, professional development access, and school conditions are key determinants of instructional quality and learner outcomes. In Zambia, significant disparities exist between rural and urban schools in terms of resources and support (Mufunda, 2022 ^[19], Bwembya and Daka, 2024). To be equitable, teacher evaluation tools must be sensitive to these contextual factors.

Brookhart (2013) ^[2] argues for the use of equity-focused assessments that account for environmental limitations and diverse learner needs. This is especially critical in Zambia, where some teachers operate in under-resourced schools yet are evaluated using uniform standards. Furthermore, teacher evaluation must be aligned with new policy documents such as the **Zambia Education Curriculum Framework (ZECF, 2023)**, ensuring consistency with national educational goals, as supported by **OECD (2014)** ^[20] findings on international best practices.

Teaching Practices Aligned to CBC

The shift to a Competency-Based Curriculum demands corresponding changes in instructional practices. **Bransford, Brown, and Cocking (2000)** highlight the importance of *adaptive expertise* such as teachers' ability to tailor their instruction to diverse learner needs in dynamic environments. In CBC-aligned teaching, this means fostering active learning, inclusivity, and skills development rather than merely delivering content.

Shulman (1987) ^[21] introduced the concept of pedagogical content knowledge (PCK), which combines subject mastery with effective teaching strategies. This dual capacity is essential in CBC implementation, where teachers must go beyond content transmission to facilitate real-world skill acquisition, (Bwembya, Daka and Botha, 2024). Consequently, evaluation tools must assess whether teachers employ learner-centered methods, scaffold critical thinking, and use assessment results to inform instruction.

Adaptive Evaluation Processes

Traditional evaluation models in Zambia prioritise compliance with administrative processes, such as checking lesson plans and syllabus coverage, over the actual impact on learners (Ministry of Education, 2021). This misalignment is not unique to Zambia. Wolf (2001) advocates for competency-based assessment models that are performance-oriented and measure observable outcomes rather than inputs.

Danielson (2013) ^[18] provides a comprehensive teacher evaluation framework focusing on instructional design, classroom environment, and professional responsibilities, offering a more holistic view of teaching quality. In addition, Brookhart (2013) ^[2] calls for inclusivity in assessment practices, ensuring that teachers working in diverse and challenging settings are evaluated fairly. Such adaptive approaches enable evaluation tools to remain relevant even as curricular goals evolve, thereby promoting

sustained instructional improvement.

Learner Outcomes and Competence Gains

In a competency-based system, the effectiveness of teaching must be reflected in learner achievements. Vygotsky's (1978) ^[5] constructivist theory posits that meaningful learning is constructed through active engagement and guided support, suggesting that effective teaching is learner-driven. Teacher evaluation should therefore focus on the extent to which learners demonstrate mastery of key competencies like collaboration, creativity, and critical thinking.

According to UNESCO (2017) ^[22], teacher evaluations should go beyond instructional inputs to focus on learning outcomes, especially those related to job readiness and problem-solving. Competency-based education, as applied in the Zambian context, aims to produce employable, self-reliant individuals (ZECA, 2023). To achieve this, teacher assessment and evaluation must track learners' ability to apply skills in real-life contexts—requiring a shift from content mastery to performance-based learner evidence such as portfolios, project work, and authentic assessments.

The literature reviewed justifies the need for a **holistic, adaptive, and context-sensitive teacher evaluation framework** aligned to the CBC. By integrating contextual inputs, responsive teaching practices, adaptive assessment methods, and measurable learner outcomes, the proposed framework responds to both global research and local educational needs in Zambia. This literature foundation supports the development of a practical tool for evaluating teachers in ways that promote quality education and lifelong learning.

Conceptual Framework

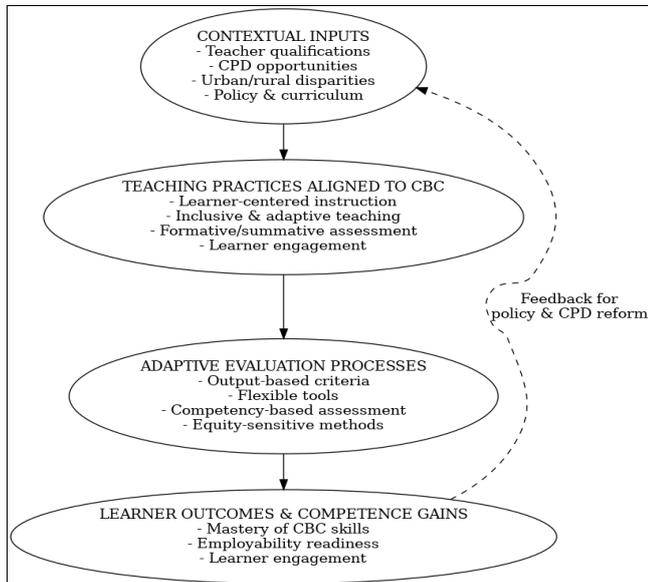
Drawing from the Constructivist Learning Theory, the Adaptive Expertise Framework, and the Learning Triangle principle, the proposed Adaptive Assessment Framework evaluates teacher performance across five key domains:

1. Learner-Centered Facilitation of Competence – assessing teachers' use of interactive and participatory methods, scaffolding, critical thinking promotion, and integration of real-world activities.
2. Adaptive and Reflective Teaching Practices – measuring flexibility in instructional strategies, responsiveness to learner needs, and innovation in lesson delivery.
3. Impact on Learner Competency and Performance – tracking attainment of employability-linked competencies through formative and performance-based assessments aligned with CBC standards.
4. Equity, Inclusion, and Context Responsiveness – evaluating differentiated instruction to meet diverse learner needs while fostering inclusive participation.
5. Contribution to the Broader Learning Environment – assessing collaboration with peers, parents, and the community, participation in CBC planning, use of learner performance data, and engagement in mentorship.

These domains ensure that teacher evaluation moves beyond record-keeping to reflect measurable, output-based indicators of teacher effectiveness in nurturing competency-based, inclusive, and impactful learning.

Central Proposition of the Framework

Teacher effectiveness under the CBC is best evaluated through an adaptive, output-oriented framework that measures how teachers facilitate learner competence acquisition in varied contexts.

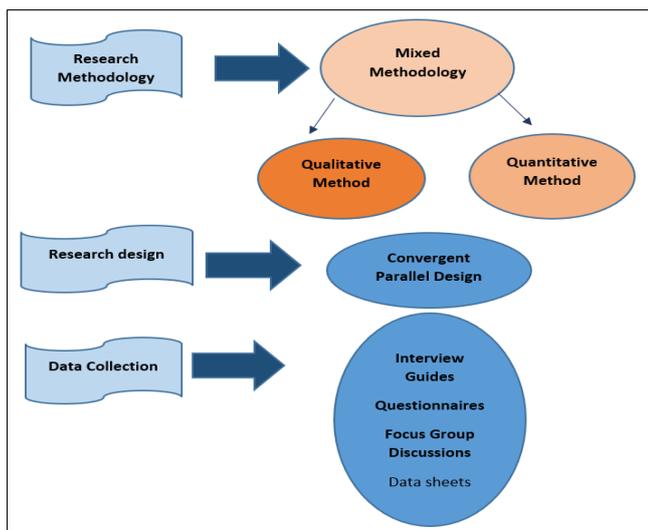


Methodology

Research Design

This study adopted a **qualitative research design**, appropriate for exploring complex, context-dependent educational phenomena such as teacher evaluation practices during curriculum transitions (Creswell, 2014) [16]. The qualitative approach enabled a nuanced examination of the perceptions, experiences, and expectations of key education stakeholders regarding the alignment of teacher evaluation systems with Zambia’s CBC.

Research Design and Data Collection



Justification:

- **Mixed methods** allow you to explore the *depth* of stakeholders’ perspectives (qualitative) while also measuring *breadth* and statistical trends (quantitative).
- **Purposive sampling** ensures that participants have relevant knowledge/experience with CBC and teacher evaluation.

- **Random sampling** for teachers adds generalizability to the teacher questionnaire findings.
- **Thematic analysis** helps identify recurring themes across qualitative data sources.

ANOVA enables comparison of teacher responses across categories (e.g., province, school type, experience level).

Site and Sample Size

The study was conducted in Copperbelt and Lusaka Province, selected due to its administrative centrality and diversity of school settings (urban, peri-urban, and high-density areas). The province also houses key education policy makers and standards officers, making it a strategic site for gathering insights relevant to national education reforms. These participants were purposively selected for their strategic roles in curriculum implementation, teacher support, and performance monitoring.

Table 1: Sample Size, Sampling Procedure, Data Collection and Analysis Method

Category	Sample Size	Sampling Procedure	Data Collection Method	Data Analysis Method
Education Administrators	20	Purposive	Interview	Thematic Analysis
Provincial & District Officers	12	Purposive	Interview	Thematic Analysis
School Administrators	160 participants (20 FGDs)	Purposive	Focus Group Discussion (FGD)	Thematic Analysis
Teachers	80	Random	Questionnaire	Google Sheets / ANOVA
Policy, Curriculum framework and peer reviewed Documents	-	Desk review of documents	Desk review	Thematic

Data Collection Methods

Data was collected through surveys and systematic document analysis of key documents teacher evaluation tools (e.g., Teacher Performance Audit Tool), and relevant ministry reports were analysed to assess alignment with CBC principles and identify existing gaps in current evaluation practices. Peer-reviewed literature on teacher evaluation and competency-based assessment will also inform this analysis. In addition, using **Semi-Structured questions**, in-depth interviews were conducted as shown in the table above.

All interviews were audio-recorded (with consent) and transcribed verbatim for analysis.

1. Questionnaires

In addition, a questionnaire was shared with each of the 6 participants of the focus group discussion giving a total number of 120 respondents.

2. Data Analysis

Data was analysed using thematic analysis (Braun & Clarke, 2006) [14], which allowed for the identification, analysis, and reporting of recurring patterns across the data. The analysis followed a six steps; familiarisation with data, coding, theme development, theme review, definition and naming of themes, and report writing.

NVivo software was used to manage and code the qualitative data systematically. Emergent themes were

triangulated with findings from document analysis to ensure reliability and strengthen the interpretive depth.

Trustworthiness of the Study

To enhance credibility, member checking was used by sharing preliminary findings with selected participants to confirm accuracy. Triangulation of data sources (documents and interviews) improved conformability, while an audit trail were maintained to document methodological decisions, ensuring dependability. Transferability was supported by providing thick descriptions of the context and participant roles.

Ethical Considerations

Ethical clearance was obtained from the Ministry of Education (HQs). Participants and respondents were informed of the purpose of the study, confidentiality assurances were given, and their right to withdraw at any time. Data will be anonymised and stored securely.

Findings and Discussion

This section presents the emerging themes based on your research objectives and interviews with stakeholders, supported by literature and the document analysis. Since the study used both qualitative and quantitative methods, the findings will be organized thematically and discussed in relation to the conceptual framework and existing research.

1. Misalignment between Current Evaluation Tools and CBC Goals

One of the key findings is the incompatibility of existing teacher evaluation tools, such as the Teacher Performance Audit instrument/ tool, with the learner-centered, competency-oriented objectives of the CBC. Participants consistently reported that the current tools emphasise lesson planning, syllabus coverage, and procedural compliance; measures that fail to capture learner skill acquisition or real instructional impact. One education administrator said that *“Evaluation tools should be well aligned and focus on assessing not just content delivery but how teachers support learners in applying skills and knowledge”*

This finding aligns with international critiques of traditional teacher evaluation, which often miss the mark on evaluating actual teaching effectiveness (Darling-Hammond, 2017). In Zambia’s context, the tools do not assess learners’ mastery of critical 21st-Century competencies such as collaboration, problem-solving, and entrepreneurship, as envisioned in the 2023 Zambia Education Curriculum Framework (MoE, 2023).

Another EA said *“We are still using the same old templates... They don’t speak to competences or the CBC philosophy,”*

2. Limited Capacity to Assess Competency-Based Learning Outcomes

Another emergent theme is the limited institutional capacity to measure learning outcomes aligned with CBC. Both school heads and Standards Officers noted that there is no structured approach to track learner progress in terms of specific competences.

This is particularly problematic given that CBE emphasises outcomes over processes (Wolf, 2001). Without reliable tools to measure learners’ development in real-life skills, teacher evaluation risks reinforcing rote learning and

outdated pedagogies. Brookhart (2013) ^[2] emphasises the importance of inclusive and evidence-based assessments that reflect growth in learner performance, a principle missing in current Zambian evaluation tools.

Another education administrator said *“We have not yet come up with tool on how to assess and measure specific competences, we don’t so for now we are still using the same old tool”*

One school administrator said *“We don’t even have tools to assess if learners are gaining entrepreneurship skills. How do you then evaluate the teacher?”*

3. Need for an Output-Oriented Evaluation Framework

Respondents emphasised the need to **shift from an input-based to an output-oriented evaluation model**, one that links teacher effectiveness with observable learner outcomes. This includes mastery of competences, practical task completion, problem-solving, and innovation.

This supports the proposition in the conceptual framework that teacher evaluation must evolve into a **performance-based system** grounded in Constructivist Learning Theory, where both learner development and teacher adaptability are central (Vygotsky, 1978 ^[5]; Bransford *et al.*, 2000). Evaluation must measure not just "what was taught" but "what was learned and demonstrated."

4. Professional Development and Adaptive Expertise as Enablers

The interviews also revealed a pressing need for **continuous professional development** tailored to the CBC. Participants described gaps in teacher preparedness, especially around assessment design and adaptive pedagogy.

This echoes research by Bransford *et al.* (2000), who argue that **adaptive expertise**—the ability to transfer knowledge across contexts—is a critical trait for modern educators. A dynamic evaluation framework must therefore integrate teacher learning trajectories and promote reflective practice, as emphasized in the **Professional Development** dimension of the proposed conceptual model.

“Teachers themselves don’t know how to assess competences. They need training to match the curriculum demands.” [Head of Department, Interviewee].

5. Equity and Context Sensitivity in Evaluation

Finally, the study highlights the importance of **context-sensitive and equitable evaluation practices**. Stakeholders noted that rural schools, resource-constrained settings, and learners with diverse needs are often unfairly disadvantaged under the current uniform evaluation model.

This underscores Brookhart’s (2013) ^[2] principles of inclusive assessment and supports the framework’s recommendation for **differentiated evaluation standards** based on school context and learner diversity. Teacher evaluation in Zambia must avoid one-size-fits-all models and adopt a system that reflects local challenges and opportunities.

Synthesis with Conceptual Framework

Each of the findings aligns with and reinforces the key dimensions in the proposed **Adaptive Teacher Evaluation Framework**, namely:

- **Learning outcomes**
- **Instructional strategies**
- **Assessment practices**

- **Classroom environment**
- **Professional development**
- **Learner engagement**
- **Accountability**
- **Output-orientation**

By grounding evaluation in actual learner competences while promoting teacher adaptability and fairness, the framework offers a pathway toward CBC-aligned teacher appraisal.

Conclusion and Policy Recommendations

This study explored how Zambia's teacher evaluation system can be reimagined to align with the Competency-Based Curriculum (CBC), which emphasizes measurable learner competences over instructional compliance. Findings from the literature review, policy analysis, and qualitative data from Lusaka Province reveal that current teacher evaluation tools are predominantly input-driven, focusing on procedural metrics such as syllabus coverage and lesson planning. These tools fail to capture the development of 21st-century competences such as critical thinking, collaboration, and entrepreneurship—core priorities of the CBC and the 2023 Zambia Education Curriculum Framework.

Grounded in the Constructivist Learning Theory and Adaptive Expertise Framework, this study proposes a shift toward an **Adaptive Teacher Evaluation Framework** that prioritizes learning outcomes, instructional innovation, and equitable practices. The proposed framework reflects global best practices and is responsive to the contextual realities of Zambia's education system.

The study underscores the urgent need for output-based evaluation models that assess the **impact of teaching on learner growth**, rather than the mere delivery of content. Teachers' capacity to adapt, innovate, and facilitate skill acquisition must become central criteria for evaluation. Without this paradigm shift, the transformative goals of the CBC risk remaining rhetorical rather than realized.

Policy Recommendations

To support the alignment of teacher evaluation with CBC principles, the following policy recommendations are proposed:

1. Develop and Implement an Adaptive Teacher Evaluation Framework

The Ministry of Education should adopt a national teacher evaluation framework that reflects CBC priorities. The framework must include:

- Clearly defined indicators of learner competence.
- Rubrics and performance benchmarks that assess output rather than input.
- Tools that support formative evaluation and continuous teacher improvement.

2. Align Teacher Evaluation Tools with Competency-Based Learning Outcomes

All evaluation instruments, including the Teacher Performance Audit, should be reviewed and revised to:

- Capture learner mastery of skills such as problem-solving and entrepreneurship.
- Emphasize instructional strategies that promote active, inclusive, and collaborative learning.
- Incorporate multiple data sources, including learner portfolios, peer observations, and student feedback.

3. Invest in Teacher Training for Competency-Based Assessment

Sustainable professional development must be prioritized to equip teachers with:

- Skills for designing and assessing performance-based tasks.
- Knowledge of adaptive pedagogy and inclusive practices.
- Reflective tools to track their own growth in line with CBC goals.

4. Promote Equity and Context Sensitivity in Evaluation

Evaluation mechanisms must account for contextual differences across urban and rural schools by:

- Adjusting expectations and supports based on resource availability.
- Providing differentiated rubrics and tools that recognize diverse learning environments.
- Ensuring that evaluation outcomes are used constructively, not punitively.

5. Institutionalize Monitoring and Feedback Loops

A robust monitoring and feedback system should be established to:

- Track implementation of the revised teacher evaluation framework.
- Collect data on teacher and learner outcomes.
- Support evidence-based policy refinement and accountability.

6. Foster Stakeholder Engagement and Ownership

For effective implementation, the Ministry of Education must involve:

- Teachers' unions and professional associations.
- School administrators and Standards Officers.
- Parents, community leaders, and learners themselves in co-creating tools and processes.

By adopting these recommendations, Zambia has an opportunity to reposition teacher evaluation as a catalyst for improving teaching quality and learner success in a rapidly changing education landscape. The integration of output-oriented, adaptive assessment frameworks will not only support the goals of the CBC but also contribute to producing graduates equipped with the skills, mindsets, and values required in the 21st-century workforce.

Implications of the Study

This study carries significant implications for policy, practice, and future research in the field of education—particularly in the context of Zambia's transition to a Competency-Based Curriculum (CBC). The introduction of an **Adaptive Teacher Evaluation Framework** represents a shift from rigid, input-driven models to dynamic, output-based evaluations that reflect the realities of classroom teaching and learning.

1. Policy Implications

The findings underscore the need for the Ministry of Education to reform existing teacher evaluation policies to:

- **Align with CBC principles** by embedding learner competence as the core indicator of teaching effectiveness.
- **Institutionalize adaptive evaluation tools** that reflect differentiated educational contexts across urban and

rural schools.

- **Support evidence-based decision-making** by generating reliable data on teacher performance linked to learner outcomes.

Such policy reforms will help ensure that evaluation is not merely a bureaucratic exercise but a transformative process that drives teaching quality and curriculum fidelity.

2. Practice Implications

At the school and classroom levels, this study calls for:

- **Professional reorientation** of teachers, Standards Officers, and School Administrators toward learner-centered, competency-based evaluation approaches.
- **Integration of formative assessment tools** that support continuous monitoring of learners' skill acquisition.
- **Capacity building** in designing and implementing classroom assessments aligned with CBC outcomes such as critical thinking, problem-solving, and collaboration.

The shift in evaluation philosophy will empower teachers to reflect more deeply on their practice and use evidence of student learning to inform instructional decisions.

3. Curriculum and Training Implications

Teacher training institutions and in-service programs must:

- Incorporate **CBC-aligned assessment modules** that prepare teachers to assess skills and competences.
- Foster **adaptive expertise**, enabling educators to respond flexibly to the diverse needs of learners while maintaining curriculum goals.
- Develop teachers' **assessment literacy** in areas such as performance tasks, rubrics, and inclusive assessment strategies.

This transformation will support the broader goals of Zambia's education reform by producing reflective practitioners equipped for 21st-century teaching.

4. Research Implications

The study highlights several areas for future inquiry:

- **Longitudinal studies** to track the impact of adaptive teacher evaluations on student achievement over time.
- **Comparative analyses** across provinces or countries implementing CBC, to benchmark Zambia's progress.
- **Explorations of learner perceptions** on how teacher effectiveness impacts their competence development.

These research avenues can deepen understanding of the dynamic relationship between teacher evaluation, instructional quality, and learner success in CBC environments.

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