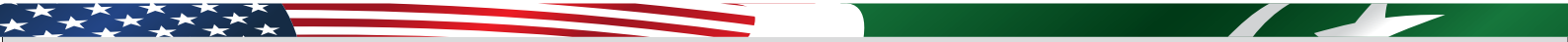




USAID
FROM THE AMERICAN PEOPLE



A HANDBOOK FOR Supervisors

The developmental practicum
in the ADE/B.Ed (Hons) Elementary

SEMESTER **3**



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ADE/B.ed (Hons)

SEMESTER **3**





Foreword



HIGHER EDUCATION COMMISSION

H-9, ISLAMABAD PAKISTAN Website: <http://www.hec.gov.pk>

Prof. Dr. Mukhtar Ahmed
Executive Director

The B.Ed. (Hons) – Bachelor of Education (Honours) – a four year degree program is a major intervention for improving the quality of Elementary Teaching across the country. It equips prospective teachers to teach the National Curriculum in elementary grades and to meet the National Professional Standards for Teachers in Pakistan (NPSTP). The updated Scheme of Studies for the ADE (Associate Degree in Education) and the B.Ed. (Hons.) Elementary was approved by the National Curriculum Review Committee (NCRC) in 2012.

A prominent feature of the ADE/B.Ed. (Hons) Elementary Program upcoming is practice teaching, also known as the practicum. During the practicum, Teachers connect the theory and practice of teaching and demonstrate their progress towards the NPSTP. The USAID Teacher Education Project, with faculty from elementary colleges and universities across Pakistan, has developed a set of handbooks to guide the offering and evaluation of the practicum. The handbooks are designed for the three critical partners in the practicum: the student teacher, the cooperating school teacher and the college/university supervisor. The handbooks were piloted in 2012 and 2013 by several colleges and universities offering the ADE/B.Ed. (Hons) Elementary.

I am grateful to all who have contributed to the development of the practicum handbooks; in particular the Deans, Principals, faculty and staff from the universities, colleges and provincial institutions who gave their time and expertise, and the student teachers who shared their feedback during the pilot testing of the handbooks. The generous support received from the United States Agency for International Development (USAID) enabled the preparation of this very useful resource and I encourage you to use it in your institution to help prepare teachers with required subject knowledge, skills and dispositions for teaching in elementary grades.


Prof. Dr. Mukhtar Ahmed



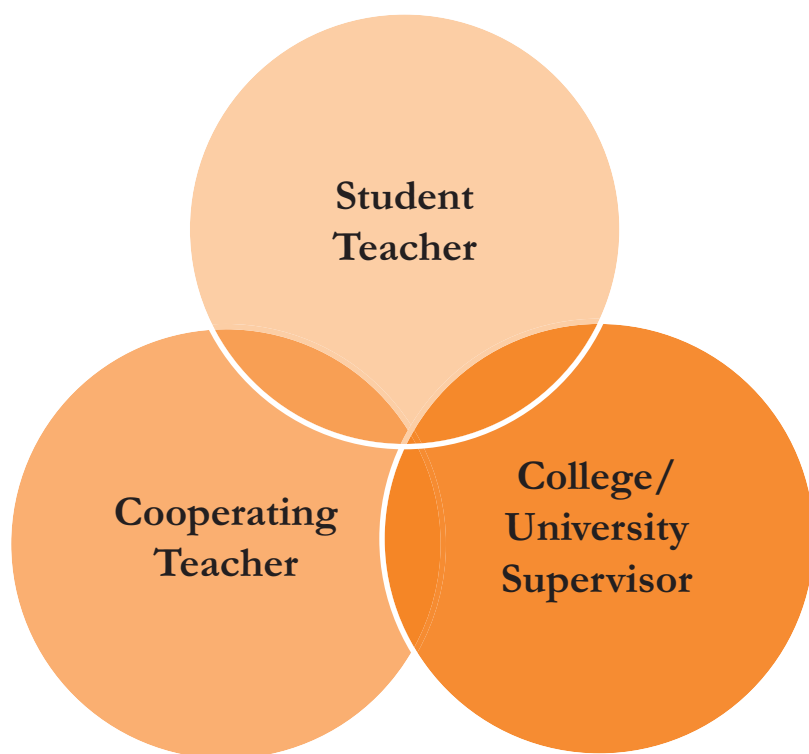
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Introduction



Every practicum experience is guided by three participants: (1) the Student Teacher, (2) the Cooperating Teacher, and (3) the College/University Supervisor. What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is more likely to be satisfactory for all.

Student Teachers should take ownership of their own learning and at the same time receive consistent feedback and daily mentoring from their Cooperating Teachers at the school. While the Cooperating Teachers' role is primarily mentoring, they are also required to provide the Student Teachers with formative and summative feedback. In order for Student Teachers to connect the theory they have learned in their teacher education programs to their current teaching practice, they will need active participation by the College/University Supervisors, who will monitor the Student Teachers' assignments and lesson planning and, more important, observe them as they teach and provide them with formative feedback throughout the semester.

The documents provided will assist the Student Teacher in completing the practicum semester requirements and seminar assignments, and in developing artefacts to place in a developmental portfolio.





Overview of Roles and Supervision

Role of the Student Teacher

There are two major aspects to the Student Teacher's role during the semester:

- His or her activities in the classroom, school, and community
- Continuous reflection upon and documentation of professional growth within a developmental portfolio

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observations, and the Student Teacher will gradually assume more responsibility for planning and teaching through activities such as those laid out in the expectations to follow.

Role of the Cooperating Teacher

The Cooperating Teacher is the day-to-day mentor of the Student Teacher. As the on-site teacher educator, the Cooperating Teacher plays an essential role in integrating the Student Teacher into the daily life of the school and classroom as well as helping him or her build relationships with the children. The Cooperating Teacher should impart school and classroom policies and procedures, the daily and semester schedule, and the curriculum, and provide the Student Teacher with a class list, school textbooks, teacher's guides, and so on. Finally, the Cooperating Teacher should work with other members of the practicum triad to set up a program for the Student Teacher's gradual assumption of classroom responsibilities during the semester. This plan should include provisions for Student Teacher involvement in all types of instructional tasks as well as non-instructional tasks such as home-school communication, parent conferences, and staff development.

Role of the College/University Supervisor

The College/University Supervisor is the official representative of the college/university. Therefore, the supervisor is responsible for the supervision of the Student Teachers; serves as the liaison between the college/university and the cooperating schools' personnel; and helps to establish and maintain positive relationships between the two institutions. The College/University Supervisor's primary role is to provide formative feedback and guidance to the Student Teachers by discussing issues of professional practice; administering a guided seminar experience; and conferring with the Student Teachers about their teaching and learning. Finally, at the end of the semester, the College/University Supervisor will assess the developmental portfolio produced by the Student Teacher in order to assign a grade for the practicum.

The triad should meet formally at least three times during the semester. Specific requirements for each member are detailed within these handbooks.



Triad Meetings

During the practicum semesters, it is imperative that the Student Teacher, Cooperating Teacher, and College/University Supervisor meet on a regular basis to support the Student Teacher as he/she learns to teach. The College/University Supervisor should take notes at each triad meeting and provide a copy of the meeting notes to the Cooperating Teacher and Student Teacher.

Initial Meeting

The purpose of this meeting is to get to know each other and to ensure that the expectations of the practicum are mutually understood. The following objectives should be on the agenda:

- Distribute contact details and communication guidelines for each member
- Share resources
- Establish expectations regarding
 - Student Teacher's teaching schedule (times and days of the week)
 - Hours of attendance in accordance with the school's policy
 - College/university requirements for the practicum, including school-based assignments and observations
 - Student Teacher's timeline for co-planning, co-teaching, and finally independent teaching
 - The role of the College/University Supervisor and how feedback should be provided to the Student Teacher
- Set a date and time for the midterm meeting, and sign the triad form

Midterm Meeting

The purpose of this meeting is to assess the Student Teacher's progress; to identify areas of growth; and to review and revise goals for the remainder of the practicum. Each participant should bring a reflection on how the Student Teacher is progressing. The Student Teacher should bring the Notes for Self-Assessment sheet indicating what artefacts have already been collected and how they meet the National Professional Standards for Teachers in Pakistan (NPSTP). At the end of this meeting, the Student Teacher should be clear on what he/she still needs to do to complete the practicum successfully. The following objectives should be on the agenda:

- Review each participant's experiences to date
- Review midpoint reflection (use the NPSTP rubric)
- Set goals as a team for the Student Teacher to complete by the end of the semester
- Discuss the progress of the Student Teacher's developmental portfolio
- Set a date and time for the final meeting, and sign the triad form

Final Meeting

The final meeting provides an opportunity to assess how the Student Teacher has progressed during the practicum semester. It is also an opportunity to conduct a fair, honest, and detailed final assessment of the Student Teacher's semester, including a review of his/her developmental portfolio. The following objectives should be on the agenda:



- Review the entire semester
- Share areas of strength and areas where development and growth are needed
- Deliver a final reflection (Student Teacher)
- Complete final assessment and sign the triad form
- Thank the Cooperating Teacher for their time and assistance



Developmental Portfolio

The developmental portfolio is a collation of all the Student Teacher's teaching and learning experiences during Semester 3. The Cooperating Teacher and the College/University Supervisor can see the Student Teacher's academic progress as a developmental process, culminating in a product that provides a holistic picture of his/her ability by the end of the semester.

The components of the developmental portfolio should provide evidence of how the Student Teacher meets the National Professional Standards for Teachers in Pakistan as well as the standards set by the college/university and the school. Portfolio materials should allow a multifaceted assessment of the Student Teacher.

The developmental portfolio should include all assignments, reflections, and feedback from the semester. Because the developmental portfolio should be highly personalized and represent the Student Teacher as an individual, he or she may add further artefacts if he/she believes these can also showcase his/her ability as an emerging teacher.

The developmental portfolio should consist of the following four sections:

- School-based assignments:
 - Non-observation assignments
 - Observations of Cooperating Teachers
 - Observations of peer Student Teachers
- Planning:
 - Lesson plans created
 - Feedback on the lesson plans by various mentors
 - Worksheets and assessment tools to be used by children with these lesson plans
- Teaching:
 - Lesson plans actually taught
 - Student worksheets used in teaching
 - Samples of work completed by the children and feedback given to them
 - Photos, videotaping, or recording of teaching (if available)
 - Personal reflections on teaching
- Feedback:
 - Informal and formal observation by Cooperating Teachers and College/University Supervisors
 - Pre-observation guides and post-observation reflections

Overview of Expectations for the Semester

Student Teacher	Cooperating Teacher	College/University Supervisor
<ul style="list-style-type: none"> • Complete school-based non-observational assignments • Complete structured observations of Cooperating Teacher • Complete structured observations of peers • Assist Cooperating Teacher in the classroom • Develop lesson plans • Teach lessons starting with a co-teaching model and ending with independent teaching • Reflect on teaching • Meet at least three times during the practicum with the College /University Supervisor and the Cooperating Teacher to reflect on and assess teaching and learning • Complete the Notes for Self-Assessment sheet, listing artefacts collected and indicating which NPSTP they meet • Create an individual developmental portfolio, which will consist of all the materials, assignments, reflections, observations, etc., completed during Semester 3 	<ul style="list-style-type: none"> • Create a welcoming atmosphere for the Student Teacher in the school and classroom • Help the Student Teacher navigate the policies and procedures of the school, and provide him/her with the necessary teaching resources • Provide constant feedback to the Student Teacher on a daily basis • Conduct formal observations of the Student Teacher and provide feedback • Meet at least three times during the practicum with the College /University Supervisor and the Student Teacher to reflect on and assess teaching and learning • Participate in the final evaluation of the developmental portfolio at the end of Semester 3 	<ul style="list-style-type: none"> • Develop professional working relationships with the Cooperating Teacher and Student Teacher • Represent the college/university at the school site • Offer feedback on school-based assignments • Offer feedback on the Student Teacher's observations and reflections • Offer feedback on lesson plans created • Conduct formal observations of the Student Teacher and provide feedback (these are not to be graded) • Facilitate at least three meetings during the practicum with the Student Teacher and the Cooperating Teacher to reflect on and assess teaching and learning • Take the lead in the final evaluation of the developmental portfolio at the end of Semester 3

Specific Requirements of the Supervisor

During the first few weeks of Semester 3, the Student Teachers will be observing and assisting their Cooperating Teachers in the classroom. As soon as possible, they should start to plan and co-teach lessons with their Cooperating Teachers; shortly thereafter, they should start to teach whole lessons. Student Teachers have been provided with a Lesson Plan Form to use as they start creating these lesson plans. College/University Supervisors are required to provide the Student Teachers with feedback on their lesson plans as well as their teaching. Because the Student Teachers are only starting to teach in Semester 3, the feedback at this stage should provide them with information that will enable them to grow and develop as teachers.

Planning:

- The Student Teachers are required to plan at least 15 lessons that can be taught in their practicum placements (that is, the lessons should be appropriate in terms of topic, level, target age, etc.).
- The Cooperating Teacher will be providing them with support and feedback, but it is imperative that they share some of these plans with you as well.
- You are required to provide them with written feedback on their plans four times during this semester. The questions and prompts on the sheets provided are general in nature; please feel free to include other elements that your institution believes are important and that will provide a learning opportunity for the Student Teacher.
- If you require the Student Teachers to change their plans, please let them know.

Formal Observations:

- The Student Teachers are required to teach at least 15 lessons this semester.
- During Semester 3, each Cooperating Teacher will conduct at least two formal observations of his/her Student Teacher as he/she teaches.
- The College/University Supervisor is required to conduct three formal observations of the Student Teachers as they teach.
- For each of these formal observations, the Student Teachers will provide you with a set of documents prior to the observation. Once you have conducted the observation, use the feedback forms below, along with the observation tool the Student Teacher gave you, to provide him/her with feedback.
- Return these documents to the Student Teachers, who will then write up a Post-Observation Reflection.



SECTION

1

**Observation Tools
for Semester 3**

Observation Tools for Semester 3

Although there is much to observe in an active classroom, it is difficult to reflect on classroom events if you observe without a focus. The documents on the following pages are designed to provide all observers with three things:

- Specific points upon which to focus
- A set of tools that will allow you to collect data to inform your observations
- Data that should be used to discuss teaching and learning

The four observation tools provided for Semester 3 specifically facilitate short-term targeted observations that can be completed when the Student Teacher teaches short sections of lessons. These tools can also be used by a Student Teacher to observe more experienced teachers teach for short periods within a larger lesson. The tools are to be used not for evaluation but rather to create a starting point for discussion of particular teaching and learning strategies and their effectiveness.

The tools can be used to collect data on three specific aspects of teaching and learning: teacher engagement, classroom management, and student engagement. Once you have decided what the specific focus of the observation will be, select the tool and spend at least 20 to 30 minutes collecting data with that tool. For the rest of the time, observe other general aspects of teaching and learning to complete the forms provided. Once you have completed the observation, enter into a discussion with the person observed about what you saw, and determine whether your interpretations were correct. Also, continue to discuss important aspects of teaching and learning.

If you have a specific focus for which no form is provided, you are encouraged to develop your own observation tools.

Teacher Engagement Observation: Personal Affect

Rationale

It is often difficult for teachers to notice their own tone, manner, and body language without actually seeing themselves teach (through videotape, for instance). Individuals who want to improve their interactive style in the classroom in order to enhance learning can use this observation tool. This rubric provides the observer with an opportunity to start a discussion with a teacher about how effectively the teacher engages with children to create a positive learning environment in the classroom.

This tool includes elements of interactive style required by innovative and engaging teachers at various levels. At each level, there is a description of a behaviour for which to rank the teacher for that particular category. A score of 1 indicates that the engagement level within that category needs to improve in order to enhance teaching and learning.

Instructions

- 1 Before observing the lesson, read this entire observation document to familiarise yourself with the elements and the rankings.
- 2 Select a phase of the lesson to observe that is at least 20 minutes in length.
- 3 While observing, note the teacher's engagement levels within each element, and use checkmarks to keep track as you notice certain behaviour. At the end of the observation, go to each element and decide what the final score will be for the person teaching.
- 4 Write the score for each element in the score box provided in the first column (see example below).
- 5 If you are observing a Student Teacher, add up the scores, have a discussion with the Student Teacher about his/her level of engagement, and provide suggestions for improvement.

Example

If a teacher uses a monotonous tone of voice and minimal vocal inflection and shows little variation in speed of speech but has good articulation, then you need to decide if the person ranks at the level of a 1 or 2. As most of the engagement is at the 1 (low) level, we suggest scoring them as a 1.

Element	Low 1	Medium 2	High 3
Vocal Delivery <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Score 1 </div>	<ul style="list-style-type: none"> • Monotonous tone of voice • Minimum vocal inflection ✓ • Little variation in speed of speech ✓ • Drones on and on, poor articulation 	<ul style="list-style-type: none"> • Pleasant variations of pitch, • volume, and speed • Good articulation ✓ 	<ul style="list-style-type: none"> • Many changes in tone • Pitch that seems to capture children's attention and help manage noise, movement, etc.

Example of discussion after this observation: During this lesson, I observed that you were able to articulate your intentions to the children very well. Your directions were clear, and their responses indicated that they understood you. My other observation concerns your speed and vocal inflection. How do you think the speed of one's voice impacts the children's learning? How important do you think it is to use voice variation and tone to get the children's attention? Why would a variation in speed of your speech make a difference? Let us discuss how voice, speed, pitch, and tone can impact a learning environment. What are some examples of effective use of vocal delivery?

Teacher Engagement Observation: Personal Affect

Student Teacher: _____ Date: _____

Cooperating Teacher: _____

Grade: _____ Subject: _____

Element	Low	Medium	High
Vocal Delivery <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto; text-align: center; line-height: 50px;">Score</div>	1	2	3
	Monotonous tone of voice, minimum vocal inflection, little variation in speed of speech, drones on and on, poor articulation.	Uses pleasant variations of pitch, volume and speed; has overall good articulation.	Many changes in tone that are appropriate for the lesson; pitch that seems to capture children's attention; use of voice helps to manage noise, movement, etc.
Eyes <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto; text-align: center; line-height: 50px;">Score</div>	1	2	3
	Looks dull or bored; does not use eyes to express enthusiasm or indicate puzzlement, affirmation, etc.	Appears interested; makes good eye contact with individual children; sweeps room with eyes to keep track of student involvement.	Makes regular eye contact with all children; uses eye movement to manage behaviour; appears interested, enthusiastic, and thoughtful in response to children's questions and ideas.
Gestures <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto; text-align: center; line-height: 50px;">Score</div>	1	2	3
	Uses few appropriate gestures and little or no physical movement.	Sometimes uses appropriate gestures to capture children's attention, manage children's movement, emphasize points, etc.	Uses a range of effective gestures appropriately in relation to content and lesson design to keep students engaged and learning.
Facial Expressions <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto; text-align: center; line-height: 50px;">Score</div>	1	2	3
	Appears agreeable; smiles appropriately; looks pleased/happy/sad when obviously called for; can effectively use negative expression to convey displeasure reasonably.	Appears agreeable; smiles appropriately; looks pleased/happy/sad when obviously called for; can effectively use negative expression to convey displeasure reasonably.	Appears vibrant and demonstrative; shows appropriate amounts of surprise, awe, sadness, joy, thoughtfulness, excitement, etc.
Body Movement <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto; text-align: center; line-height: 50px;">Score</div>	1	2	3
	Uses little movement; seldom moves from one spot.	Uses some movement to gain children's attention.	Uses movement to capture children's attention; appears energetic when appropriate; moves throughout the classroom.

Word Selection Score	1	2	3
	Uses language that is bland and that does not seem to captivate the children. .	Uses some descriptors/adjectives that are age- and subject matter-appropriate in order to engage children.	Uses captivating and varied language appropriate to the age of the children, the cultural context, and the subject matter..
Acceptance of Ideas and Feelings Score	1	2	3
	Shows little indication of acceptance or encouragement of children. May ignore child's feelings or ideas.	Accepts ideas and feelings, praises or clarifies; some variation in response but frequently repeats same ones.	Quick and ready to accept, praise, encourage, or clarify; many variations in response.

Unenthusiastic: 1 – 9; Moderately enthusiastic and effective: 10 – 16; Highly enthusiastic and engaging: 17 – 21

TOTAL SCORE: _____

Observer's name and title: _____

Date: _____

(Attach your notes and the results of your discussion as well as the plan for this lesson, if possible.)

Classroom Management Observation: Teacher Movement

Rationale

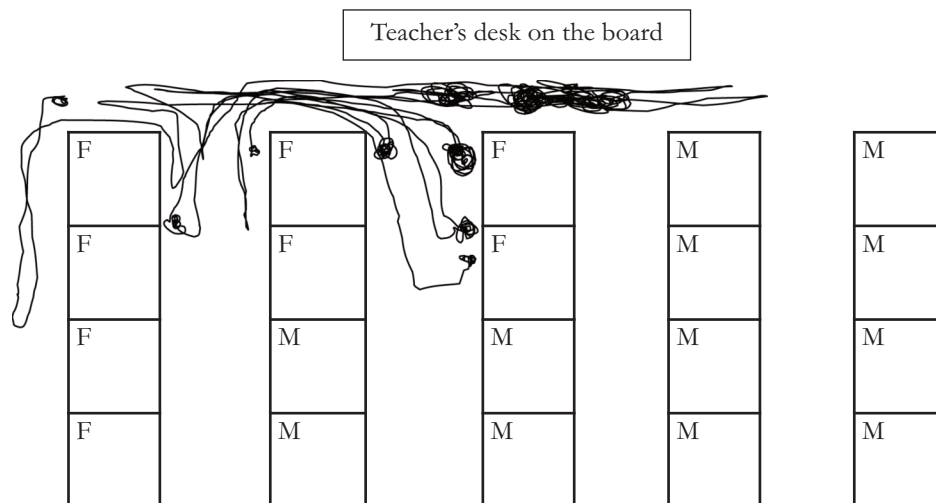
To determine how a teacher's movement encourages student engagement and participation, the monitoring of student progress, and the creation of a lively learning environment. Teachers who move around the room can facilitate a variety of opportunities to engage with children, although it is important that the movement enhance learning, not distract from it. Confident teachers also provide opportunities for the children to move around the classroom. This tool records the teacher's physical movements during a lesson and provides the observer with an opportunity to start a discussion with the teacher about the impact of movement in the classroom.

Instructions

- 1 In the space provided, draw the layout of the classroom. Include the teacher's desk, students' desks, board, and other objects that are an integral part of the room. (If a Student Teacher is being observed, you can ask him/her to provide you with this map; be sure that he/she indicate the gender of the student at each desk.)
- 2 Select a 20-minute period and draw the teacher's movements for that entire phase.
- 3 If the teacher stops to talk to some students or if he/she ends up staying with one group or one student for a long time, record that fact as in the example below.
- 4 After the lesson, meet with the teacher and discuss what you saw and how you think the movement did or did not facilitate engagement with the students.

Example

This is the layout of the classroom; M = male, F = female. The line represents where the teacher moved; the dots indicate where she stood in one place, and the bigger the dot, the longer she stayed there.



Sample comments and discussion questions: During this phase, the teacher moved across the front of the room. The teacher also interacted only with female children. Some questions to consider: (1) Was this effective use of movement, and why? (2) Why did the teacher only interact with the females? (3) How did the children at the back of the classroom engage with the teacher? (4) Would more or less movement be effective? (5) When is movement appropriate, and how can it be used to manage a classroom and engage with children? Please develop your own questions depending on the particular classroom situation. (6) Note that the teacher went back to one particular female student quite often. Why?



Classroom Management Observation: Teacher Movement



Student Teacher: _____ Date: _____

Cooperating Teacher: _____

Grade: _____ Subject: _____

Draw the physical layout of _____ and children's locations in the classroom, and note each student's gender.

Discuss the impact of the teacher's movements on the children and their behaviour.

Provide suggestions for the teacher.

Observer's name and title: _____

Date: _____



Classroom Management Observation: On/Off Task

Rationale

To keep track of how children stay on task or go off task during a particular phase of the lesson. The goal is to try to understand what keeps children motivated and focused, and what factors are most likely to distract them. In order to provide feedback on the teaching and learning that is occurring in the classroom, it is important to focus on both the teacher and the children; this tool focuses specifically on the children. It does not provide information on teaching techniques or lesson content; that feedback should be documented on a separate sheet or feedback form. After conducting this observation, start a discussion with the teacher about effective classroom management.

Instructions

- 1 Read these instructions and look at the example provided before conducting this observation.
- 2 Decide which 30-minute phase of the lesson you will observe using this tool.
- 3 Draw the layout of the classroom on the next page to conduct this observation. If a Student Teacher is being observed, have him/her prepare the sheet for you ahead of time.
- 4 Select a section of the class (about 20 children) to focus on. For example, you could focus on the front three rows, or the back three rows, or a few groups of children if they are seated in groups. If the class only has 20 children, you can observe the whole class.
- 5 For the next 30 minutes, focus only on those children you have selected.
- 6 Once the lesson that you are observing begins, sweep the room for data as follows:
 - a Next to Sweep 1, write down what the teacher is doing (for example, the teacher introduces a new topic; see the example below).
 - b Now look at each child for about four seconds. Start at the first desk and decide whether the student is on task or off task. If the student is on task, put a (+) in the top of the block with his/her name. If the student is off task, put a (–) in the top of the block with his/her name. If you cannot see what the child is doing, put a (?) in the block.
 - c If you want to provide more detail about behaviour, you can use the following codes, but you may also make up your own since each situation will require a different set of codes.

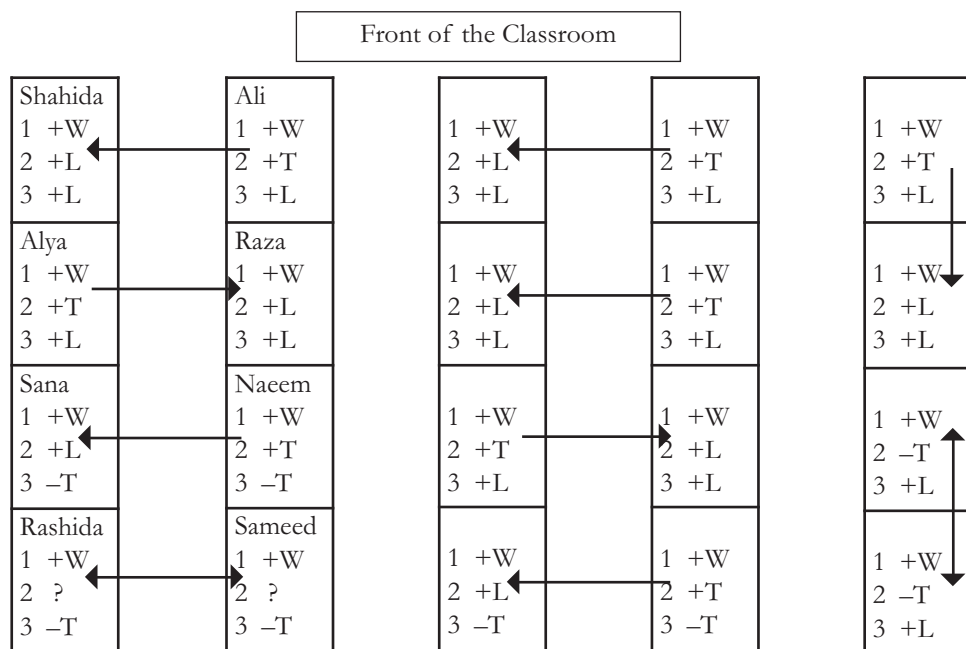
◦ On Task, listening to the teacher	+L
◦ On Task, writing as per instruction of the teacher	+W
◦ On Task, reading as per instruction of the teacher	+R
◦ On Task, talking as per instruction of the teacher	+T
◦ Off Task, listening to something else	–L
◦ Off Task, writing when he/she should not be	–W
◦ Off Task, reading something he/she should not be	–R
◦ Off Task, talking when he/she should not be	–T
 - d Continue to do this until you have looked at every student you have selected and thus completed Sweep 1.
 - e Continue to sweep the room, repeating steps (a), (b), (c), and (d) at least four times (or as many times as you can for 30 minutes).
- 7 Once you have completed this observation, have a conversation with the teacher being observed and discuss the data that this tool provides.

- 8 Consider the following questions during this discussion: Where were the children most engaged and why? What teaching strategy seems to keep the students most engaged and why? What did we learn about our students and our teaching by conducting this observation? Please include other questions that are determined by the context of the particular observation.

Example

This example assumes three sweeps around the room during the first 15 minutes of a lesson.

- Sweep 1: 9.01 a.m. Teacher Activity: Teacher introduces the new topic with a pre-test
 Sweep 2: 9.07 a.m. Teacher Activity: Students are asked to talk to the person sitting next to them and discuss what they know about the new topic. (Arrows show who was talking to whom.)
 Sweep 3: 9.13 a.m. Teacher Activity: The teacher has asked students to share their ideas with the whole class one at a time, and instructed that all the others should listen.



Final comments for this example:

Sweep 1: All the students were writing, and we know it was on task because that is what the teacher asked them to do. There is a +W next to every name.

Sweep 2: Almost all the children were talking to the person sitting near them, as instructed by the teacher. The arrows tell you who was talking and who was listening. In one case, the observer could not decide if a pair of students were on or off task and thus placed a question mark in both students' boxes. In another case—at the back of the class—the students were not engaged in the activity assigned by the teacher.

Sweep 3: The students were supposed to be listening while one child at a time reports back to the whole class. Some of the children at the back of the classroom were talking off task.

Sample questions to consider in the post-observation discussion:

When were the children most engaged, and why? When were the children least engaged, and why? What could the teacher do differently to keep all children engaged?

What did you learn by observing the specific behaviours of children during a specific phase of the lesson?

Classroom Management Observation: On/Off Task

Student Teacher: _____ Date: _____

Cooperating Teacher: _____

Grade: _____ Subject: _____

Sweep 1: Time: _____ Teacher Activity: _____

Sweep 2: Time: _____ Teacher Activity: _____

Sweep 3: Time: _____ Teacher Activity: _____

Sweep 4: Time: _____ Teacher Activity: _____

Sweep 5: Time: _____ Teacher Activity: _____

Sweep 6: Time: _____ Teacher Activity: _____

Sweep 7: Time: _____ Teacher Activity: _____

Draw the layout of the classroom, identifying the group of students you will be observing.

Codes to be used: On task: +L +W +R +T
 Off task: -L -W -R -T

(Add your own if needed)

After the observation, meet with the teacher and discuss the data. Determine your own questions.

Observer's name and title: _____

Date: _____

Student Engagement Observation: Verbal Involvement

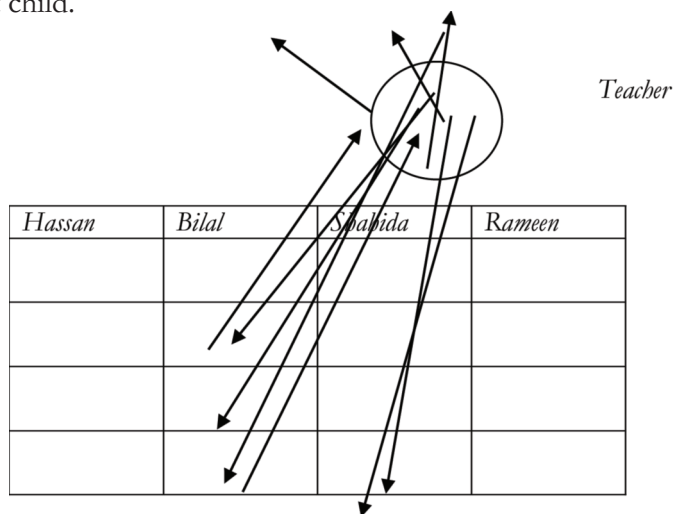
Rationale

It is important for teachers to develop their lesson delivery, but it is also important to learn how to encourage and manage the engagement of students in the classroom. Although there are several ways that children participate, this observation tool helps the observer identify one type of participation, verbal involvement—specifically, how often the teacher calls on specific children; how often the teacher asks questions of the class as a whole; and whom the teacher asks to respond to the questions asked.

Instructions

- 1 Select this observation when the teacher is teaching a phase of the lesson that requires an interactive lecture or verbal explanation to children for at least 20 minutes, if possible.
- 2 Draw a diagram of the classroom layout that indicates where each child is sitting and where the teacher is standing. Name each child. If this observation is of the Student Teacher, have the Student Teacher provide you with this diagram.
- 3 Start keeping track of all the verbal interactions between the teacher and the children and among the children themselves.
 - a Whenever the teacher asks a general question to the entire class, draw an arrow from the teacher to the top of the page.
 - b When a child responds, draw an arrow from that child toward the teacher.
 - c When the teacher asks a specific child a question, draw an arrow from the teacher to that child.

Example



Sample of final comments for this example:

Engage with the teacher on the topic of verbal interaction and flow. Emphasize starting a discussion with him or her, not judging or evaluating. You could use questions such as:

Where does the teacher direct most questions to? *The right side of the classroom.*

Who responds the most? *The children don't seem to respond—there are more questions than responses; only the right side responds.*

There are many more questions one could ask, so add your own questions.

Final suggestions for the observed teacher: *You use many good questions, but think about the left side of the classroom. Perhaps move your feet a little and engage with the other children. Finally, think about why you are asking questions—because you want a response! How can you encourage the children to respond?*

Student Engagement Observation: Verbal Involvement

Student Teacher: _____ Date: _____

Cooperating Teacher: _____

Grade: _____ Subject: _____

Layout of the classroom:

Share the page with the teacher and ask what he/she thinks.

To whom does the teacher direct most questions?

Who responds the most?

Is there an imbalance in how often certain students are called upon (based on side of the room, gender, or any other factor)?

If you are working with a Student Teacher, provide some final suggestions for him/her.

Observer's name and title: _____

Date: _____

Use a separate sheet and write up some final comments; attach your comments to this page.



SECTION

2

**Formal Feedback
on Planning and
Teaching**

Formal Feedback on Planning by College/University Supervisor: Response 1

Student Teachers are required to plan at least 15 lessons this semester, and College/University Supervisors are required to provide feedback on at least four of these lessons. Use this Response 1 form for general feedback, but you are encouraged to add other comments that will assist the Student Teacher in planning effective lessons.

Student Teacher: _____ Date: _____

College/University Supervisor: _____

Grade: _____ Subject: _____

Provide feedback for the Student Teacher on:

- The clarity of the learning outcomes stated.
- The clarity of the explanation of how these learning outcomes will be met by the children and measured by the Student Teacher.
- The format of the lesson plan and the documents provided (worksheets, etc.):
- The appropriateness of the teaching technique selected and whether it is effective for this subject matter and the age of the children.
- The appropriateness of the activities selected and whether they are effective for this subject matter and the age of the children.
- What aspects of planning do you believe the Student Teacher needs to develop further? Provide some ideas on how he/she can do so.

Attach the feedback form to the lesson plan and return to the Student Teacher.

Formal Feedback on Planning by College/University Supervisor: Response 2

Student Teachers are required to plan at least 15 lessons this semester, and College/University Supervisors are required to provide feedback on at least four of these lessons. Use this Response 2 form to convey more in-depth feedback on the Student Teacher's planned instructional strategies and approaches. You are encouraged to add other comments that will assist the Student Teacher in planning effective lessons.

Student Teacher: _____ Date: _____
 College/University Supervisor: _____
 Grade: _____ Subject: _____

Provide feedback for the Student Teacher on:

- The appropriateness of the strategy planned to engage a variety of children's prior knowledge.
- The appropriateness of the instructional strategies in terms of the children's age, abilities, and developmental progress.
- The appropriateness of techniques for modifying instruction in order to help a range of children learn.
- How the instructional approach creates opportunities for the children to think about and thus understand the subject matter.
- What aspects of planning do you believe the Student Teacher needs to develop further? Provide specific ideas on how he/she can do so.

Attach the feedback form to the lesson plan and return to the Student Teacher.

Formal Feedback on Teaching by College/University Supervisor: Observation 1

Please read the Student Teacher's Pre-Observation Guide and lesson plan before observing the lesson. Decide which observation tool to use in response to the student's specific request for feedback. Conduct the observation and then write up this report.

Student Teacher: _____ Date: _____

College/University Supervisor: _____

Grade: _____ Subject: _____

- Ask the Student Teacher what he/she thinks went well during the lesson.
- What aspect of teaching did the Student Teacher request feedback on?
- Which tool did you select to provide that feedback? Analyse the results from the tool used.
- What aspects of the teaching do you both agree went well?
- Provide the Student Teacher with some suggestions for growth and development.
- Offer final remarks.

Attach the feedback form and the observation tool to the documents provided, and return to the Student Teacher.

Formal Feedback on Teaching by College/University Supervisor: Observation 2

Please read the Student Teacher's Pre-Observation Guide and lesson plan before observing the lesson. Decide which observation tool to use in response to the student's specific request for feedback. Conduct the observation and then write up this report.

Student Teacher: _____ Date: _____

College/University Supervisor: _____

Grade: _____ Subject: _____

- Ask the Student Teacher what he/she thinks went well during the lesson.
- What aspect of teaching did the Student Teacher request feedback on?
- Which tool did you select to provide that feedback? Analyse the results from the tool used.
- What aspects of the teaching do you both agree went well?
- Describe and comment on the strategies used by the Student Teacher to:
 - Create a learning environment that is socially, emotionally, and physically safe for all children
 - Create a classroom environment that encourages learning and promotes positive behaviour
 - Engage all the children in the learning activities.
- Offer final comments on one specific aspect of teaching that you believe the Student Teacher needs to develop further.

Attach the feedback form and the observation tool to the documents provided, and return to the Student Teacher.

Formal Feedback on Teaching by College/University Supervisor: Observation 3

Please read the Student Teacher's Pre-Observation Guide and lesson plan before observing the lesson. Decide which observation tool to use in response to the student's specific request for feedback. Conduct the observation and then write up this report.

Student Teacher: _____ Date: _____

College/University Supervisor: _____

Grade: _____ Subject: _____

- Ask the Student Teacher what he/she thinks went well during the lesson, and write the response below.
- What do you, the observer, believe worked really well?
- Which tool did you select to provide feedback? Analyse the results from the tool used.
- Comment on the following aspects of the section of the lesson you observed:
 - Planning of the pacing/timing of the various phases of the lesson
 - Use of appropriate reading and writing materials and activities for the subject matter and the age and levels of the children
 - Use of appropriate and varied assessment tools, both formative and summative.
- Provide final comments on the Student Teacher's teaching at this point.

Attach the feedback form and the observation tool to the documents provided, and return to the Student Teacher.

SECTION

3

**Meeting and
Evaluation Forms**

Meeting and Evaluation Forms

These documents are to be used for continuous formative and summative evaluation of field experiences during Semester 3. During this semester, it is imperative that the Student Teacher, Cooperating Teacher, and College/University Supervisor meet as often as possible. Many of these meetings will be informal in nature and should provide an opportunity to discuss the Student Teacher's progress as well as the teaching and learning that is occurring in the classroom.

1. **Triad Meeting Form:** This form is for the Student Teacher to keep track of the three required formal meetings with the Cooperating Teacher and College/University Supervisor. He/she must bring the form to each meeting and ensure that all participants sign it, thereby indicating that the discussions have taken place and that the Student Teacher is aware of what is required of him/her in order to make satisfactory progress. The section Triad Meetings on page 4 provides a detailed description of the purpose of each of these meetings.
2. **Assessment of the Practicum:** The development of a professional portfolio throughout the practicum semester provides an opportunity to assess the Student Teacher in a holistic manner. See items 3 and 4 below for more explanation on the portfolio development process.
3. **Notes for Self-Assessment by Student Teacher:** The purpose of this form is for the Student Teacher to keep continuous track of how he/she is meeting the NPSTP, using the rubric for the standards as a guide. As he/she learns to teach, he/she should keep notes on how the various work and assignments he/she completes meet each standard. The Student Teacher can share these ideas with his/her supervisors and ask them for feedback and guidance throughout the semester. Simultaneously file these documents to start your developmental portfolio.
4. **Final Self-Assessment by Student Teacher:** Toward the end of Semester 3, the Student Teacher must formally organize his/her teaching and learning materials to create a developmental portfolio. Once that process is completed, he/she should then use this form to summarize how each standard within the NPSTP has been met. Student Teachers should list the artefacts within the development portfolio (indicating their page numbers) and, using the rubric provided, assign a self-assessed level for each standard. At the final triad meeting, the Student Teacher will present the developmental portfolio, and afterward the College/University Supervisor will assign a final grade for the practicum semester.
5. **Rubric for the National Professional Standards for Teachers in Pakistan:** The rubric has been developed to provide the Student Teachers, Cooperating Teachers, and College/University Supervisors with a way to evaluate levels of competence in each of the nine standards of the NPSTP.
6. **National Professional Standards for Teachers in Pakistan:** This document is to be provided in both Urdu and English.

Triad Meeting Form

Student Teacher: _____
 Cooperating Teacher: _____
 School: _____ Grade: _____
 College/University Supervisor: _____

During the practicum semester, the Cooperating Teacher, Student Teacher, and College/University Supervisor should plan to meet at least three times in order to discuss the Student Teacher's progress toward completing the requirements. This document needs to be completed and signed at each meeting by all three participants.

Date of Initial Meeting: _____

The expectations for the semester were discussed, and the procedures for evaluation were explained to the Student Teacher. All three signatures are required.

Student Teacher: _____
 College/University Supervisor: _____
 Cooperating Teacher: _____

Date of Midterm Meeting: _____

The Student Teacher's progress was discussed, and goals were set with the Student Teacher for the remainder of the practicum. All three signatures are required.

Student Teacher: _____
 College/University Supervisor: _____
 Cooperating Teacher: _____

Date of Final Meeting: _____

A complete evaluation of the Student Teacher and his/her developmental portfolio was completed, and a grade was assigned using the rubric provided. All three signatures are required.

Student Teacher: _____
 College/University Supervisor: _____
 Cooperating Teacher: _____

Complete this section once the entire portfolio has been graded. Use the rubric and the "Assessment forms" provided.

Student Teacher has successfully completed the practicum: Yes: _____ No: _____

Assessment of Practicum 3

During the practicum semester, Student Teachers are involved in a variety of activities, tasks, and assignments that they have to carry out in schools. These include lesson planning, lesson observations of peers and Cooperating Teachers, teaching lessons, and writing reflections on learning. The Student Teachers will produce a developmental portfolio in semester 3 in which they include all the work they complete in order to illustrate how they have met the National Professional Standards for Teachers in Pakistan (NPSTP). The College/University Supervisor will evaluate the developmental portfolio for the final course grade, or summative evaluation, using the NPSTP rubric, which includes a detailed description of levels of achievement in nine of the ten standards.

During the semester, the Student Teachers will use the Notes for Self-Assessment sheet provided to keep track of the artefacts they are collecting on a daily basis, describing how they meet the standard using the rubric as a guide. At the end of the semester, each Student Teacher will fill out the Final Self-Assessment sheet, which requires him/her to list the artefacts in the portfolio and the page number for each item and to assess each artefact. It is suggested that the College/University Supervisors follow the following procedure for grading the portfolios:

- 1 Starting at standard one, Supervisors should look at the artefacts supplied by the Student Teacher, read the rubric at each level, and decide which level (1 to 3) the artefact meets. Note that level four is considered suitable for expert, experienced, and professional teachers. Therefore, this level will not be assigned to prospective teachers.
- 2 The Student Teacher has already provided his/her own assessment of each artefact, so the Supervisor needs to decide if the Student Teacher's assessment is correct and make changes to the assessed level if necessary.
- 3 In the rubric are multiple examples of evidence required to indicate compliance with a particular level. It is not important that the Student Teacher provide artefacts to meet every single item mentioned, but rather that the spirit of the level is met through the artefacts produced.
- 4 Once you decide, place a checkmark within the rubric at the appropriate levels for each of the categories.
- 5 You might find that more than one artefact or piece of evidence meets a certain level's standard, in which case you may make more than one checkmark within each subcategory (see example below).
- 6 Once you have checked off all the artefacts, you need to decide what the total score is for that particular standard. In many cases—as in the example below—the Student Teacher will provide some artefacts at level 1, some at level 2, and some at level 3 within a single sub-standard. In this example, since most of the artefacts meet level 2, the final assessed level for standard 1.1 would be a 2.
- 7 Now the Supervisor has to decide the level for each sub-standard.

Example for Standard 1: Subject Matter Knowledge (four sub-standards)

Category	Level 1	Level 2	Level 3	Level 4
1.1 Source of the lesson's content	√ √√	√√√√√√	√	
1.2 Understanding of the subject matter knowledge/curriculum		√√√	√√√√√	
1.3 Teaching strategies/pedagogy employed		√√√√√		
1.4 Activating child's knowledge		√√√		

In this example, the Student Teacher is assigned the following levels in each sub-standard:

1.1 = 2; 1.2 = 3; 1.3 = 2; and 1.4 = 2. So the total for Standard 1 would be $2 + 3 + 2 + 2 = 9$ marks.

8 Calculation of the Grade:

Divide the total number of marks by the number of the sub-standards given in the rubric.

$$2 + 3 + 2 + 2 = 9 / 4 = 2.25$$

9 Continue to do this for all 10 standards. We have provided you with an example of this below. In our example, the totals for each standard are:

Standard 1	=	2.25
Standard 2	=	2.5
Standard 3	=	1
Standard 4	=	1.8
Standard 5	=	2
Standard 6	=	1.5
Standard 7	=	2.3
Standard 8	=	3
Standard 9	=	2.5
Standard 10	=	2
Total		20.85

- Now take the percentage by dividing 20.85 with 30 (as 3 is the highest level for each standard so it will be 30 from level 1-10)
- The percentage will be 69.5%.
- Allocate a GPA according to the university policy

The supervisor and the cooperating teacher will sign the sheet.

Notes for Self-Assessment by Student Teacher

The purpose of this sheet is for the Student Teacher to keep continuous track of how he/she is meeting the NPSTP, using the rubric as a guide. As he/she learns to teach, he/she should keep notes on how the various work and assignments he/she completes meet each standard. He/she can share these ideas with his/her supervisors and ask them for feedback and guidance throughout the semester. These task/ assignments should be simultaneously filed to start the developmental portfolio.

Student Teacher: _____ School: _____ Grade: _____

Standards	Materials/documents and other artefacts that provide evidence of meeting each standard.
Standard 1: Subject Matter Knowledge	
Standard 2: Human Growth and Development	
Standard 3: Knowledge of Islamic Values /Social Life Skills	
Standard 4: Instructional Planning and Strategies	
Standard 5: Assessment	

<p>Standard 6: Learning Environment</p>	
<p>Standard 7: Effective Communication and Proficient Use of ICTs</p>	
<p>Standard 8: Collaboration and Partnerships</p>	
<p>Standard 9: Continuous Professional Development and Code of Conduct</p>	
<p>Standard 10: Teaching of English as second/Foreign Language (ESL/EFL)</p>	

Final Self-Assessment by Student Teacher

This form provides the structure with which Student Teachers should organize their teaching and learning materials for self-assessment and for final evaluation by the College/University Supervisor. Student Teachers should list the artefacts within the developmental portfolio (indicating page numbers) and, using the rubric, provide a self-assessed level for each standard.

Student Teacher: _____ School: _____ Grade: _____

Cooperating Teacher: _____ College/University Supervisor: _____

Standards	Materials/documents and other artefacts that provide evidence of meeting each standard	Page number in developmental portfolio	Level of self-assessment by Student Teacher	Assessment by College/University Supervisor and assigned level
Standard 1: Subject Matter Knowledge				
Standard 2: Human Growth and Development				
Standard 3: Knowledge of Islamic Values/Social Life Skills				
Standard 4: Instructional Planning and Strategies				

Standard 5: Assessment					
Standard 6: Learning Environment					
Standard 7: Effective Communication and Proficient Use of ICTs					
Standard 8: Collaboration and Partnerships					
Standard 9: Continuous Professional Development and Code of Conduct					
Standard 10: Teaching of English as second/Foreign Language (ESL/EFL)					
					Total
					Percentage
					Grade assigned

Signature of Student Teacher: _____ Signature of Cooperating Teacher: _____

Signature of College/University Supervisor: _____ Date: _____



SECTION

4

**The National
Professional
Standards for
Teachers in Pakistan**

The National Professional Standards for Teachers in Pakistan

In February 2009, the Policy and Planning Wing of Pakistan's Ministry of Education adopted the National Professional Standards for Teachers in Pakistan (NPSTP). The policy lists ten specific professional standards (core standards as opposed to subject standards, with the exception of Standard 10).

- I. Subject Matter Knowledge
- II. Human Growth and Development
- III. Knowledge of Islamic Values
- IV. Instructional Planning and Strategies
- V. Assessment
- VI. Learning Environment
- VII. Effective Communication and Proficient Use of Information Communication Technologies
- VII. Collaboration and Partnerships
- IX. Continuous Professional Development and Code of Conduct
- X. Teaching of English as Second/Foreign Language (ESL/EFL)

Each standard is followed by a general description of the knowledge, dispositions, and skills associated with that standard. To operationalize the standards and make them useful, the USAID Teacher Education Project supported the development of rubrics that describe each of the standards across the continuum of performance. Level 4 describes the standard when it is being 'performed' well by an experienced and very proficient teacher. Level 1 describes the standard when it is being 'performed' by a much less proficient, or a beginning teacher. Described below is the process of designing the rubrics for the NPSTP.

In October 2009, the USAID Teacher Education Project and the Ministry of Education's Policy and Planning Wing hosted a national workshop in Islamabad titled 'The Application of Education Standards and Teacher Professional Development'. The workshop was attended by 78 representatives from universities, government colleges of elementary education, regional institutes of teacher education, provincial departments of education, and the federal Ministry of Education. The workshop agenda was designed to build awareness and understanding of the NPSTP and to prepare participants for subsequent work on designing rubrics for the standards. In January 2010, in collaboration with provincial governments, the USAID Teacher Education Project hosted a series of four workshops with teams of educators to begin the process of designing rubrics. These two-day workshops took place in the provinces and were attended by 114 teacher educators from elementary colleges and universities and staff from provincial government departments with responsibility for teacher education. Participants reviewed standards rubrics from other countries and considered the advantages and disadvantages of the various examples. They then decided on a format and drafted rubrics for two of the NPSTP standards to share at a national workshop in February.

The four provincial workshops culminated in a national workshop, Designing Rubrics for Pakistan's National Professional Teacher Standards, in February 2010. The 38 workshop participants represented faculty and staff from government colleges, universities, provincial departments of education, and the federal Ministry of Education. Participants reviewed the draft

rubrics prepared by each province and, with technical guidance, continued to refine and develop them until they had prepared a set of rubrics for the NPSTP that they were ready to share with other educators in their provinces for feedback. Starting in late February and continuing throughout March 2010, participants in the national workshop then hosted a series of consultations to collect comments and feedback on the rubrics. Almost 400 educators from across Pakistan provided feedback on the rubrics for the NPSTP.

Feedback from the consultations was used to prepare a second draft of the rubrics. The second draft was then shared again with participants in the national workshop and with the federal Ministry of Education for comments and feedback. Further adjustments were made to prepare the final version of the rubrics that is included in this Practicum Handbook.

Rubric for the National Professional Standards for Teachers in Pakistan

Suggested Grading: Semester 3: All students at least a level 1 in all areas and some at level 2 = B; all at level 2 = A
Semester 4: All students at an average of level 2 = B; an average of level 2.5 or above = A

Standard 1: Subject matter knowledge

	Level 1	Level 2	Level 3	Level 4
1.1 Source of the lesson content	Teaches content using the textbook as the sole source of subject matter knowledge in the classroom.	Teaches content using the national curriculum as a guide along with the textbook. In addition, uses own experience and understanding to enhance lesson.	Teaches content using the national curriculum as a guide along with the textbook. In addition, uses own knowledge, experience, and understanding, and seeks other readily available sources of information for teaching and learning of subject matter.	Teaches content using the national curriculum as a guide along with the textbook. In addition, uses own knowledge, experience, and understanding, and seeks other readily available sources of information for teaching and learning of subject. Is aware of new concepts, theories, research, and trends in the subject matter at the national and international levels.
1.2 Understanding of the subject matter knowledge / curriculum	Displays a basic knowledge of the subject matter taught. Might make occasional errors.	Displays a good knowledge of the basic concepts and theories of the subject matter taught. Understands connections between the content and its application to everyday life.	Displays excellent knowledge of subject matter and the connections between the content and its application to everyday life. Understands the sequencing of learning topics, and processes and uses these for planning instruction. Understands the relationship between the subject matter and other content areas.	Displays excellent knowledge of subject matter and the connections between the content and its application to everyday life. Understands the sequencing of learning topics, and processes and uses these for planning instruction. Understands the relationship between the subject matter and other content areas.
1.3 Teaching strategies and pedagogy employed	Teaches content using generic teaching methods without planning for children's misconceptions about the subject matter.	Teaches content and thinks about subject-specific teaching techniques. Is developing a general idea of possible types of misconceptions that children may have about the subject and has started to reflect on how to plan lessons differently to correct these misconceptions.	Teaches content using a variety of subject-specific techniques. Uses strategies to deal with misconceptions that children may have about the subject. Provides opportunities for children to apply the subject matter knowledge to their everyday lives. Works with children to develop their self-confidence with the subject matter.	Develops lessons using new subject-specific techniques, planning for misconceptions and the application of material to children's lives. Implements specific strategies to help children reflect on, check, and correct their own work. Promotes metacognition, self-confidence, and self-assessment. Challenges all children to achieve at their highest level.
1.4 Activating the child's knowledge	Teaches content without specifically building on or seeking out children's prior knowledge of the new content.	Teaches content with the awareness that children might have knowledge about the topic and includes questions that connect to their prior knowledge and experience.	Teaches content by building new concepts on each child's prior knowledge and experience.	Teaches content by building on children's prior knowledge; helps a diverse range of children connect their prior knowledge and experience to what is being taught. Understands each learner's talents and finds engaging ways to connect the content to a variety of learner interests.

Standard 2: Human growth and development

	Level 1	Level 2	Level 3	Level 4
2.1 Accommodating diverse learning styles and abilities	Teaches and plans using one or two teaching methods to develop children's habits of learning. Accommodates children who have similar learning styles and abilities.	Teaches and plans using a variety of teaching methods to accommodate children of this age who have diverse abilities and who learn differently.	Teaches and plans applying specific knowledge of how children learn, acquire skills, and develop dispositions. Specifically develops lessons that indicate knowledge of the range of children's developmental, physical, socio-economic, emotional, talented, and gifted exceptionalities.	Teaches and plans applying specific knowledge of how a range of children learn, acquire skills, construct knowledge, and use multiple ways of knowing. Is able to apply learning theories to accommodate children's diverse intelligences and cognitive abilities. Lessons foster collaboration for collective problem solving. Conveys high expectations of every child.
2.2 Engaging a range of children	Teaches in a way that engages most children in an equal manner. No planned differentiation for a range of children.	Teaches in a way that seeks to engage a range of children by using age-appropriate learning material and connecting the material to their individual interests and prior learning.	Teaches in a way that seeks to engage a range of children by using age-appropriate learning material and connecting the material to their interests, experiences, talents, and prior learning. Treats children in an equitable manner while understanding that not all children can be engaged in the same way.	Teaches in a way that seeks to engage all the children using age-appropriate learning material. Lessons and teaching indicate that the teacher understands that children's learning is influenced by individual experiences, talents, and prior learning as well as their culture and family and the community they live in. Develops lessons that encourage children to bring their strengths and talents to the learning situation.
2.3 Higher-order and critical-thinking skills	Teaches using mostly lower-order thinking skills for all children.	Teaches using mostly lower-order thinking strategies with occasional opportunities to practise higher-order and/or critical-thinking skills. Lessons indicate that the teacher understands that children can learn at a higher level.	Teaches using a good variety of lower-order and higher-order thinking strategies, and encourages children to practise critical-thinking and problem-solving skills.	Plans for and consistently provides a range of higher-order and/or critical-thinking skills strategies as an integral part of teaching and learning. Encourages children to use methods of inquiry to solve problems, explore, and learn.

Standard 3: Knowledge of Islamic ethical values/ social life skills

	Level 1	Level 2	Level 3	Level 4
3.1	Describes ways in which Islamic and universal ethical values are demonstrated in good teaching and learning.	Designs lessons and activities that help create a classroom environment in which Islamic and universal ethical values are demonstrated.	Creates a classroom environment in which Islamic and universal ethical values are demonstrated.	olves children in ways of teaching and learning that build their understanding of Islamic and universal ethical values.

1* Islamic and universal ethical values would be demonstrated in teaching and learning through, for example, love of Allah and the Prophet Hazrat Muhammad (peace be upon him); love of parents and the development of trust and self-confidence; respect and appreciation of the natural world, including science; fostering respect for diversity and other opinions; collaborative learning; and peaceful resolution of differences.

Standard 4: Instructional planning and strategies

	Level 1	Level 2	Level 3	Level 4
4.1 Long-term planning	Plans lessons on a day-to-day basis following the textbook as a guide. Has some idea of what to plan for the next day and can share general goals for child's learning.	Exhibits evidence of ability to prepare long-term plans, including goals and objectives for each lesson, within the overall goals and objectives of the national curriculum (NC).	Exhibits evidence of ability to prepare long-term plans, including goals and objectives for each lesson, within the overall goals and objectives of the NC. Incorporates goals and objectives of education in general as well as those of the curriculum for the specific subject matter.	Exhibits evidence of ability to prepare long-term plans, including goals and objectives for each lesson, within the overall goals and objectives of the NC. Incorporates goals and objectives of education in general as well as those of the curriculum for the specific subject matter. Modifies plans based on assessment of child's learning.
4.2 Lesson planning	Develops lesson plans that include instructional activities, materials, and individual learning outcomes (ILOs). These are not necessarily clearly aligned with the assessment strategies.	Develops lesson plans that include instructional activities, materials, individual learning outcomes (ILOs), and assessment strategies. There is clear alignment between the ILOs, the instructional activities, and the assessment strategies.	Develops effective lesson plans in which instructional activities, ILOs, and assessment strategies are clearly aligned. Lesson plans include formal and informal methods of assessment as well as a wide range of community and technology resources to promote achievement of lesson objectives. Uses age-appropriate reading and writing strategies.	Develops effective lesson plans that include well-aligned instructional activities, ILOs, and formal and informal assessment strategies. Community and technology resources are also incorporated. Uses pedagogical knowledge and research on teaching and learning as sources for active reflection, evaluation, and revision of practice.
4.3 Using instructional resources	Uses some instructional resources with each lesson, but these are not necessarily matched to planned learning outcomes.	Uses instructional resources in ways that are matched to achieving planned learning outcomes, although use is still teacher centered. Children benefit from using the materials.	Uses a variety of available instructional resources in ways that achieve planned learning outcomes and promote higher-order thinking and understanding. The instructional resources accommodate different learning styles.	Uses a variety of available instructional resources in ways that achieve planned learning outcomes. Children create, are actively engaged in, and make choices about using instructional resources. Teacher is able to evaluate the resources for their usefulness, comprehensiveness, and accuracy in representing particular ideas and concepts.

2* Long-term plan = a plan for a term, semester, or several weeks

4.4 Differentiated instruction	Teaching and learning is done in a manner that presumes all children learn in the same way.	Teaching and learning activities are occasionally differentiated so that different learning styles are accommodated and the children can work at their own pace.	Teaching and learning activities are planned based on knowledge of the classroom, the school, the community, and the culture. Teaching strategies are planned based on each child's needs, developmental progress, and prior knowledge.	Plans for and systematically creates a variety of developmentally appropriate teaching and learning opportunities for all children to work on at their own pace and level, taking into account the classroom, the school, the community, and the culture of the children. Techniques for developing and modifying instructional methods, materials, and the environment to help children learn are evident.
4.5 Learner centredness	Instruction features teacher-centred strategies such as lecture, presentation, or blackboard work.	Instruction includes strategies that place children at the centre of the learning, such as teamwork and collaborative activities.	Teacher identifies and designs instruction appropriate to the child's stage of development, learning styles, strengths, and needs. Strategies are identified that make the subject material meaningful to children on an individual basis.	Teacher designs instruction appropriate to the child's stage of development, learning style, strengths, and needs. Strategies are used that make the subject material meaningful to children on an individual basis and that address a variety of learning styles and encourage children to pursue their interests. Children are encouraged to connect their learning to their personal goals.

3* Learner centred: In the learner-centred paradigm, effective teaching is defined as facilitating student learning. Learner-centred classroom instruction involves less instructor domination and shifts more communication, control, and responsibility to the children. In student-centred learning, children construct knowledge for themselves with the help of their teacher and their peers.

4* Teacher centred: A teacher-centred approach is one in which classroom activity is centred on the teacher. Teacher-centred lessons are generally associated with traditional approaches to education, but teacher-centred activities can be useful in a variety of ways.

Standard 5: Assessment

	Level 1	Level 2	Level 3	Level 4
5.1 Linked to learning outcomes	Formal and informal assessment is conducted in a general way not clearly linked to learning outcomes or instruction.	Formal assessment is linked to planned learning outcomes, and a variety of appropriate assessment strategies are used. Informal assessment is still general in nature.	Formal and informal assessment by a variety of strategies is clearly linked to proposed learning outcomes. Assessment is fully integrated into both planning and classroom activities in order to achieve ILOs.	Assessment is linked to planned learning outcomes, and a range of strategies is used effectively to assess learning. Assessment is integrated into teaching and learning and guided by the belief that children's learning outcomes are the basis for growth and development and are opportunities for learning for both the children and the teacher.
5.2 Formative assessment	Occasionally checks for understanding of the whole class in general, but does not use this awareness to change teaching or reinforce learning.	Conducts formative assessment through continuous checking for understanding throughout the lesson. Uses standard assessment tools for the whole group to ensure that all children are learning progressively, and attempts to modify teaching as a result.	Plans and conducts formative assessment through continuous checking for understanding. Uses a variety of teaching strategies to assess how children are learning, what they know, what they are able to do, and what kinds of learning experiences will support further growth and development. Modifies teaching based on assessment data.	Plans and conducts a variety of formative assessment measures using teaching strategies that provide opportunities for continuous checking for understanding, and uses these to change teaching and reinforce learning during the lesson. Sets and modifies appropriate teaching and learning objectives.
5.3 Summative assessment	Assessment of child's learning is conducted in a traditional test-taking manner, with very little opportunity for children to display a variety of strengths and knowledge.	Assessment of child's progress involves a variety of fair and objective assessment tools, which provide an opportunity for children to display a variety of strengths and knowledge.	Assessment of child's learning and progress involves a variety of fair and objective assessment tools, including self-made tools (based on theoretical knowledge and classroom experience) that provide an opportunity for children to display a variety of strengths and knowledge.	Assessment of child's learning and progress involves a variety of fair and objective assessment tools, including self-made tools (based on theoretical knowledge and classroom experience) that provide an opportunity for children to display a variety of strengths and knowledge. Accurately documents each child's progress and reports assessment data to parents and professional staff.
5.4 Providing feedback	Provides basic feedback to children in a general way within class and on written work.	Provides children with in-class feedback that is sometimes specific and constructive. Written feedback is also starting to become constructive and specific.	Provides consistently specific and constructive feedback to children within class and on written work.	Provides children with consistently specific and constructive feedback. Coaches children to engage in objective self-assessment and monitor their progress toward achieving personal goals.

Standard 6: Learning Environment

	Level 1	Level 2	Level 3	Level 4
6.1 Relationships and participation	Teacher has a professional relationship with the children in the class as a whole. Positive relationships among children and some participation by children are promoted within the learning environment.	Teacher has a positive, professional, and nurturing relationship with each child. Independent and collaborative participation and cooperation are promoted within the learning environment. Teacher uses various strategies to encourage participation by children.	Teacher has a positive, professional, and nurturing relationship with each child. Independent and collaborative participation and cooperation are promoted within the learning environment. Teacher uses various strategies to encourage participation by children. Children are encouraged to promote each other's learning and participation.	Teacher has a positive, professional, and nurturing relationship with each child. Teacher's effective listening skills and encouragement create independent, collaborative, and varied participation and cooperation within the learning environment. Children are encouraged to promote each other's learning and recognize the importance of peer relationships in creating a climate of learning.
6.2 Classroom management	Teacher can describe the strategies of effective classroom management in theory. Attempts to manage the classroom using a discipline plan provided.	Teacher has knowledge of effective classroom management and discipline plans as well as the school discipline policy and Cooperating Teacher management plan. Attempts to use positive methods to maintain appropriate standards of behaviour.	Teacher has developed a positive and effective classroom management plan that uses various strategies to create a safe learning environment for all children.	Effective positive management of the learning space is created through collaborative effort between the children and the teacher. Various management strategies are used.
6.3 Use of instructional time	Teacher tries to engage children throughout the lesson. Significant amount of teaching and learning time is sometimes lost while transitioning between activities, organizing the class and materials, and checking behaviour.	Teacher has started developing lessons with well-paced, engaging activities in order to use instructional time productively. Routines are starting to develop.	Employs effective lesson planning and effective use of time and pacing within activities. Well-developed routines lead to efficient use of classroom hours most of the time.	Teacher has established routines and collaboratively set expectations with children, and they are engaged in learning almost all of the time. These routines contribute to a safe and secure classroom environment and maximum use of instructional time.
6.4 Involving children in decisions about learning	Knows that involving children in making decisions about learning is important, but does not incorporate student input into teaching.	Occasionally asks children to make a choice in relation to a learning activity, but such activities are limited to non-consequential learning.	Occasionally asks children to make a choice in relation to a learning activity, but such activities are limited to non-consequential learning.	A positive learning environment is created through encouragement of children's involvement in choices about the approach, content, pace, and goals of learning.
6.5 Collaborative learning	Sometimes organizes children in small groups, but activities are not designed to promote collaborative learning.	Organizes children in small groups and attempts to structure the activity so that they work together, but this is not evident in their work.	Organizes children in small groups to engage in learning activities that reflect some elements of collaborative learning, which are evident in children's products. Explicitly teaches collaboration skills, and children demonstrate awareness of them.	Organizes children in small groups to engage in activities that clearly reflect all elements of collaborative learning.

Standard 7: Effective communication and proficient use of information communication technologies

	Level 1	Level 2	Level 3	Level 4
7.1 Communication skills	Uses verbal and written communication to explain tasks and communicate with children. The communication is for the most part reasonably clear and is always teacher led.	Uses verbal, non-verbal, and written communication in the teaching process. The communication is clear and concise and is mostly teacher led.	Uses verbal, non-verbal, and written communication in the teaching process. The communication is clear and concise. Responds appropriately to children's questions and fosters culturally sensitive communication with and between the children.	Communicates clearly in a variety of ways, and actively encourages child-led communication and discussion. Models effective communication strategies and questioning techniques, and encourages children to use questions to simulate critical thinking.
7.2 Language proficiency	Is fluent in both Urdu and the local language and can communicate simple ideas in English.	Is fluent in both Urdu and the local language and can converse in English.	Is fluent in both Urdu and the local language and can teach in English.	Is fluent in both Urdu and the local language and can teach English. Can communicate by writing, reading, and speaking at least two languages.
7.2 Language proficiency	Is fluent in both Sindhi and Urdu and can communicate simple ideas in English.	Is fluent in both Urdu and Sindhi and can converse in English.	Is fluent in both Urdu and Sindhi and can teach in English.	Is fluent in both Urdu and Sindhi and can teach English. Can communicate by writing, reading, and speaking in at least two languages.
7.3 Information communication technology (ICT)	Has computer skills and can use common ICT resources and equipment.	Implements pre-designed activities with children that involve common ICT resources and equipment.	Selects ICT resources and equipment; designs and implements activities that use them to enrich children's learning.	Generates ICT resources; uses them to design and implement activities in different subjects that enrich children's learning.

5* This rubric is for Sindhi, where the official language of learning and teaching is Sindhi.

6* This rubric would not be applied in a situation in which there are no ICT resources.

Standard 8: Collaborations and partnerships

	Level 1	Level 2	Level 3	Level 4
8.1 Parent involvement	Knows the role of parents in their children's education and understands the importance of communication between school and home.	Attempts to create opportunities to meet with parents to discuss children's learning. If possible, attends parent-teacher meetings. Recognizes role that parents play in children's education and engages parents through homework activities or written communication.	Has routine meetings with parents to discuss children's learning achievements and difficulties. Uses different approaches to collaborate effectively with parents, professionals, and community members.	Regularly creates and supports opportunities for parents to visit school and become engaged in their children's learning. Is concerned about all aspects of children's well-being and is willing to work with families to improve the learning environment for the children.
8.2 Greater community involvement	Is starting to become aware of resources within the school and the greater community that can be used to improve and enrich children's learning.	Can identify a variety of resources within the school and the wider community to enhance lessons and projects and occasionally uses them to enhance learning.	Can identify a variety of resources within the school and the wider community to enhance lessons and projects and is able to explain how each could be used to improve and enrich children's learning. Knows how to utilize partnerships in the community to contribute to children's learning.	Regularly uses resources in the wider community appropriately to improve and enrich children's learning. Establishes respectful and productive partnerships with diverse families, educators, and others in the community to support children's well-being.

Standards 9: Continuous professional development and code of conduct

	Level 1	Level 2	Level 3	Level 4
9.1 Self-reflection	Uses standard reflection opportunities and responds to questions about own teaching.	Reflects on teaching and learning with supervisor, and is willing to try out ideas and advice provided. Understands that teaching and learning are ongoing processes.	Leads or prompts discussions on own teaching and learning in a reflective way and is committed to refining practice to address the needs of the children.	Is committed to identifying own teaching and learning practices that need refining in order to address the needs of all of the children. Considers education research and methods of inquiry as a means for continuous assessment, self-assessment, and development.
9.2 Professional development	Has started to develop a portfolio to illustrate ongoing learning and development as a teacher. Collaborates with colleagues to improve teaching practice and is committed to demonstrating professional ethics.	Portfolio development is used to illustrate ability to meet the NPSTP. Identifies types of opportunities that teachers have for professional development.	Portfolio development is used to illustrate ability to meet the NPSTP, to describe and set own goals for professional development, and to give examples of how he/she is meeting those goals. Identifies types of opportunities, such as professional educational organizations, that teachers have for professional development.	Is able to develop a portfolio that describes goals for professional development, provides examples of what he/she has done to achieve those goals, and offers continuous reflection on the impact of his/her teaching and learning. Conducts action research to improve practice and supports professional development of colleagues.

Standards 10: Teaching of English as a second/foreign language

	Level 1	Level 2	Level 3	Level 4
10.1 Proficiency in English	Correctly uses common greetings and range of common phrases in conversations in English	Is a proficient user of spoken English in a variety of social settings	Is a proficient user of spoken English for a wide variety of social and academic purposes	Is a proficient user of written and spoken English for a wide variety of social and academic purposes
10.2 Second language acquisition	Able to discuss second language acquisition based on own experience	Able to discuss second language acquisition based on own experience and to explain, in general terms, concepts and theories related to second language acquisition	Explains in detail concepts and theories related to second language acquisition, and is beginning to design instruction based on these theories and concepts	Explains in detail concepts and theories related to second language acquisition; designs instruction based on these theories and concepts; and, can discuss the connection between theory, concepts and practice.
10.3 Instructional design	Designs instruction but content and/or methods are not matched to students' language proficiency	Designs instruction that is matched to some students' language proficiency	Designs and differentiates instruction that is well matched to the language proficiency of most students.	Designs and differentiates instruction that is well matched in terms of content and methods - to language proficiency of all students.

The National Professional Standards for Teachers in Pakistan

The full version of the NPSTP document is available at:
<http://unesco.org.pk/education/teachereducation/policy.html>

Standard-1: Subject Matter Knowledge

Teachers understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the National Curriculum/Content Standards, and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

1-A: KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The national curriculum framework.
- The domain, basic concepts, theories, history, structure and process of acquiring knowledge of the subject they are going to teach.
- The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of teaching the discipline.
- The new emerging concepts, theories, results of researches and latest trends at national and international levels.
- In-depth knowledge of the subject matter and the relationship of that discipline to other content areas.
- The relationship of the subject to other disciplines and its usability in practical life.
- The relationship of reading, writing and arithmetic principles to the domain.

1-B: DISPOSITIONS

Teachers value and are committed to:

- Facilitate through multiple ways in construction and acquiring knowledge to learners.
- Make knowledge applicable to real world situation.
- The diverse talents of all students and helping them to develop self-confidence and subject matter competence.
- The belief that all children and adolescents can learn at high levels and achieve success.

1-C: PERFORMANCE AND SKILLS

Teachers demonstrate their knowledge and understanding through:

- Effectively explaining the content in multiple perspectives and relating all required structural component of the discipline.
- Use of appropriate tools of inquiry according to the nature of the subject and content, considering students' prior knowledge.
- Giving examples of application of the content from practical life.

Standard -2: Human Growth and Development

Teachers understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

2-A: KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- How student construct knowledge, acquire skills and develop habits of mind.
- How student learning is influenced by individual experiences, talent and prior learning, as well as language, culture, family, and community values.
- How to identify developmental abilities of students, which may include learning differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.
- Individual differences among students.
- Diverse style of learning.
- Motivational strategies to achieve and excel.
- The processes and skills that help students to develop knowledge, skills and dispositions of reflective thinking and enable students to solve problems in classroom and out of the class.

2-B: DISPOSITIONS

Teachers value and are committed to:

- The educability of all children and adolescents.
- The belief that all children and adolescents bring talents and strengths to learning.
- Appreciate the multiple ways of knowing and thinking.
- The diverse talents of all students and helping them to develop self-confidence and subject matter competence.
- Treat all students equitably.
- The belief that all children and adolescents can learn at high levels and achieve success.

2-C: PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Promote critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline.
- Apply learning theories to accommodate differences in student intelligence, perception, and cognitive style and achievement levels.
- Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.
- Foster cooperation and collaboration for collective problem solving.
- Develop and demonstrate skills to use instructional technologies.

Standard 3: Knowledge of Islamic ethical values /socials life skills

Teachers understand the Islamic ethical values and practices in the light of QuranI Sunna and other religious contexts, and the implications of these values for bringing national and global peace, unity and social adjustment.

3-A: KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The Islamic code of conduct (beliefs, prayers and ethics) in light of Quran and Sunnah (i.e.Maarroof)
- (Good) and Munkir (Evil), equality, justice, brotherhood, balance ,tolerance and peace).
- The values which are globally accepted and are being promoted.
- The present need of national/global peace, and the factors affecting peace and resulting in decline of the values and ethics.
- The negative impact of prejudice, discrimination, social class, gender, race and language on the moral development of students and society.
- How these Islamic and universal ethical values are incorporated in learners' beliefs and practices to bring peace.
- Essential principles of Islamic values in the texts books.

3-B: DISPOSITIONS

Teachers value and are committed to:

- Bring awareness among people that 'Quran' and 'Sunna' is only the valid source for knowing about Islamic values in true sense.
- Respect for individual and cultural/religious differences, and appreciation of the basic worth of each individual and cultural/religious group.
- Tolerance and celebration of diversity.
- Dialogue as a means to conflict resolution.

3-C: PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Create a learning community in which individuals and their opinions are respected.
- Practice Islamic code of conduct by their own behaviors and guiding through a convincing dialogue with learners to value and practice the ethical and Islamic values.
- Signify Islamic/Ethical values, and provide guidelines to clarify their use in internal and external discourses.
- Practice Islamic teachings in classrooms and schools to prevent the misunderstandings that can lead to the mischaracterization and even demonization of Islam and other faiths.
- Use knowledge of Islam taking into account issues of human rights, social class, gender, race, ethnicity, language, age and special needs.
- Create a safe and secure learning environment.

Standard 4: Instructional Planning and Strategies

Teachers understand instructional planning, design long-term and short-term plans based upon knowledge of subject matter, students, community, curriculum goals, and employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners.

4-A: KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The aims, goals and objectives of education as well as of curriculum for specific subject and their importance in instructional planning.
- Principles of acquisitions of reading, writing and arithmetic skills at different stages of development.
- Availability of appropriate resources and materials for instructional planning including the use of instructional technology to promote students' attention and thinking.
- To plan instructional strategies based on students' needs, development progress and prior knowledge.
- Techniques for developing /modifying instructional method, materials and the environment to help all students learn.
- A variety of instructional approaches and use of various technologies, to promote thinking and understanding.
- The effect of out of school activities including homework.
- General methods of teaching and classroom management.
- Special methods of teaching different discipline of knowledge.

4-B: DISPOSITIONS

Teachers value and are committed to:

- Attain goals and objectives of the curriculum they are going to teach.
- The development of students' critical thinking, independent problem-solving and performance capabilities.
- Pedagogy of care, collaboration and cooperation.
- Team-work and cooperative learning.
- Multiple ways to solve problems.

4-C: PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs.
- Plan instruction based on knowledge of classroom, school and community culture.
- Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
- Plan homework and out of the class activities to accelerate, extend and consolidate students learning.
- Identify strategies to create learning experiences that make subject matter

meaningful for students, address a variety of learning styles, encourage students to pursue their interests and inquiries and help students connect their learning to personal goals.

- Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives.
- Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice.
- Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas. A variety of instructional approaches and the use of various technologies, to promote thinking and

Standard-5: Assessment

Teachers assess students' learning using multiple assessment strategies and interpret results to evaluate and promote students' achievement and to modify instruction in order to foster the continuous development of students.

5-A: KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- Different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- The results of assessment to evaluate and improve teaching and learning.
- Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

5-B: DISPOSITIONS

Teachers value and are committed to:

- The belief that students' learning outcomes are the basis for growth and the deficiencies are opportunities for learning.
- Fair, objective assessment and reporting to students and families.
- Become astute observers of student performance and provide constructive feedback.

5-C: PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Develop and use teacher made tests for continuous internal evaluation of student performance and skills at different stages of the academic program.
- Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes.
- Provide students with constructive feedback on their learning and encourage them to use data and self-assessment strategies to monitor their progress toward achieving personal

goals.

- Accurately document and report assessment data and ongoing student achievement to parents and professional staff.
- Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.
- Help students engage in objective self-assessment.
- Develop and use objective assessment tools to measure student progress.
- Promote opportunities for students to engage in self assessment activities.

Standard-6: Learning Environment

Teachers create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6-A: KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- How learning takes place in classrooms.
- The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom.
- How the classroom environment influences learning and promotes positive behavior for all students.
- How classroom participation supports student commitment to learning.

6-B: DISPOSITIONS

Teachers value and are committed to:

- The role of students in promoting each other's learning and recognizes the importance of peer relationships in creating an ethical climate of learning.
- Taking responsibility for establishing a constructive and engaging climate in the classroom and participate in maintaining such a climate in the school as a whole.
- Use democratic values in the classroom.

6-C: PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Develop and share classroom management and discipline plan.
- Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently.
- Create a cooperative classroom climate for all students, by practicing effective listening and group facilitation skills.
- Create a positive classroom climate which is socially, emotionally and physically safe.
- Establish and maintain appropriate standards of competitive behavior.
- Use instructional time effectively.
- Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

Standard -7: Effective Communication and Proficient Use of Information Communication Technologies

Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry ,collaboration and supportive interactions with students and parents. Teachers are able to use instructional and information communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.

7-A: KNOWLEDGEANDUNDERSTANDING

Teachers know and understand:

- The importance of verbal, nonverbal and written communication in the teaching and learning process.
- Operating and integrating technologies in classroom and laboratory activities.
- Use of operating system and software for word processing, filing, research, data storage and presentation of information.
- Use of computers as instructional, research and evaluation tool.
- How to use available diverse technical tools (art work, videos, cameras, phones, computers, etc.) in their classrooms.

7-B: DISPOSITIONS

Teachers value and are committed to:

- Appreciating the cultural dimension of communication, responding appropriately and seeking to
- Foster culturally sensitive communication by and among all students in the class.
- Being a thoughtful and responsive listener.
- Fostering diversity of opinions among students and celebrating it in the classroom.
- Use all educational and informational technologies to enhance different aspect of teaching and learning.

7-C: PERFORMANCEANDSKILLS

Teachers engage in activities to:

- Communicate clearly in Local Language/Urdu/ English using appropriate oral and written expressions.
- Reading reflectively in Local Language/Urdu/ English.
- Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking.
- Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.
- Foster accurate reporting and sharing of facts, opinions and beliefs.
- Design and use student report cards.
- Incorporate up-to-date information in lesson plans.
- Use diverse databases to supplement textbooks.
- Develop students' portfolios, test items, assignments and assessment through computers.

- Standard -8: Collaboration and Partnerships
- Teachers build relationships with parents, guardians, families and professional organizations in the community to support student learning.

Standard -8: Collaboration and Partnership

Teachers build relationship with parents, guardians, families and professional organizations in the community to support student learning.

8-A: KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The importance of effective school/home interactions that contributes to high-quality teaching and learning.
- The role of the school within the community and how to utilize partnerships to contribute to student learning and development.
- Different approaches to collaborate effectively with parents, professionals and community.

8-B: DISPOSITIONS

Teachers value and are committed to:

- Recognizing the role of parents, guardians and other family members as a child's teacher.
- Being concerned about all aspects of the student's well-being and working with parents/families to provide opportunities for student success.
- Being willing to work with parents/families and other professionals to improve the overall learning environment for students.
- Facilitate intellectual, physical and ethical development of students through cooperative learning and interaction with community institutions.

8-C: PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences.
- Establish respectful and productive relationships and to develop cooperative partnerships with
- Diverse families, educators and others in the community in support of student learning and wellbeing.
- Institute parent/family involvement practices that support meaningful communication, parenting skills to strengthen the teaching and learning environment of the school.
- Cultivate knowledge of the surrounding community to enrich lessons and projects of study.
- Link schools with business, industry and community agencies.

Standard -9: Continuous Professional Development and Code of Conduct

Teachers participate as active, responsible members of the professional community, engage in reflective practices, pursuing opportunities to grow professionally and establish collegial relationships to enhance the teaching and learning process. They subscribe to a professional code of conduct.

9-A: KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The demands of a professional code of conduct.
- How educational research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.
- How to be inventive and innovative about teaching practice.
- How to develop and maintain a personal professional portfolio.

9-B: DISPOSITIONS

Teachers value and are committed to:

- Refining practices that address the needs of all students and the school/community.
- Professional reflection, assessment and learning as an ongoing process.
- Collaborate with colleagues.
- Share successful professional experiences with others.
- Demonstrate professional ethics.

9-C : PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Use reflective practice and the Professional Development Standards to set goals for their professional development plans.
- Learn through professional education organizations.
- Make the entire school a productive learning climate through participation in collegial activities.
- Seek advice of others and draw on action research to improve teaching practice.
- Uphold ethical behaviors in teaching, learning and assessment.

Standard -10: Teaching of English as second/Foreign Language (ESL/EFL)

Teachers understand pedagogy of English as Second/Foreign language and effectively communicate in English language.

10-A: KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- Status of English Language in Pakistan.
- Aims of teaching English as a subject at the national level.
- Aims of using English as medium of instruction in Pakistan.
- Constraints of teaching English as second/foreign language and strategies to enhance learning in English” and "learning of English as language".
- Syntax and structure of English Language.
- English Teaching methods and steps of learning process.
- Specific learning difficulties i.e. second Language Impairment (SLI).

10-B: DISPOSITIONS

Teachers value and are committed to:

- Lessen biases and anxiety for leaning/EFL.
- Address all specific needs related to ESL/EFL.

10-C: PERFORMANCES AND SKILLS

Teachers engage in activities to:

- Use of simple English language along with supportive use of Urdu (national language) for effective teaching and learning purposes.
- Identify, analyze and address Specific Learning Difficulties in English language.
- Gradually enable students to communicate in English through a natural sequence of language acquisition i.e. listening, reading, writing and speaking.
- Provide classroom opportunities for choral reading, descriptive writing and spoken English.
- Apply ESL/EFL learning theories, rules and pedagogy.



Section 1 Section 2 Section 3 Section 4





Section 1 Section 2 Section 3 **Section 4**







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