A HANDBOOK FOR
Student Teachers

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

SEMESTER 4

Disclaimer

A HANDBOOK FOR
Student Teachers

The Teaching Practicum
in the ADE/B.Ed (Hons) Elementary

SEMESTER 4

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.
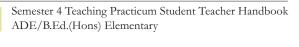
Prof. Dr. Mukhtar Ahmed

Contents

Introduction

These handbooks are resources designed for use by Student Teachers, Cooperating Teachers, and College/University Supervisors during the Semester 4 practicum. The documents provided here, used in conjunction with practicum seminar work and both informal and formal feedback, will help Student Teachers develop artefacts that will illustrate all aspects of their teaching and learning. Successful completion of these assignments will provide Student Teachers with evidence that they are meeting the National Professional Standards for Teachers in Pakistan (NPSTP).

Student
Teacher

Cooperating
Teacher

College/
University
Supervisor

Three participants guide every practicum experience: (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 responsibility for their 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 Student Teachers with continuous formative feedback as described in the Overview of Roles and Supervision and Overview of Expectations sections below. Student Teachers should be given feedback on their planning, assisting, teaching and other assignments on a daily basis. Cooperating Teachers will also be required to attend triad meetings in order to provide summative feedback, especially on the Student Teacher's professional portfolio. 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 plans and, even more important, observe them as they teach and provide them with formative and summative feedback.

The triad should meet formally at least three times during the semester. Procedures for the conduct of these meetings are provided in the Triad Meetings section below.

Overview of Roles and Supervision

Role of the Student Teacher

There are four major aspects to the Student Teacher's role during Semester 4:

1 His or her activities in the classroom, school, and community
2 Participation in the weekly practicum seminar
3 Continuous reflection upon and documentation of professional growth
4 The creation of a professional portfolio

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience should begin with active engagement in the classroom and gradual assumption of 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 information about school and classroom policies and procedures, the daily and semester schedule, and the curriculum as well as 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 such non-instructional tasks as home–school communications, parent conferences, and staff development activities. Each day the Cooperating Teacher should provide the Student Teacher with verbal feedback on his/her participation in the classroom and progress toward becoming a teacher. See the Overview of Expectations chart for specific responsibilities.

Ideally, Student Teachers should be paired with one Cooperating Teacher who will be able to guide them in the teaching of at least three different subjects. If necessary to attain mastery in the teaching of multiple subjects, Student Teachers may be assigned to more than one Cooperating Teacher. In that case, all of the Student Teacher's Cooperating Teachers will be considered mentors and should therefore attend the required triad meetings.

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 Student Teachers with formative and summative feedback as well as professional guidance by discussing issues of professional practice, administering a guided seminar experience, and conferring with the Student Teachers about their teaching and learning. See the Overview of Expectations chart for specific responsibilities.

Triad Meetings

During the practicum semesters, it is imperative that the Student Teacher, Cooperating Teacher/s, and College/University Supervisor meet on a regular basis to support the Student Teacher as she/he learns to teach. The College/University Supervisor should take notes at each triad meeting and provide a copy of the notes to the Cooperating Teacher and Student Teacher. If the university is involved in assessing the practicum for college students, then University representative also participate in these meetings if possible.

Initial Triad Meeting

The purpose of this conference is to get to know each other and to ensure that all participants understand the expectations of the practicum. The following objectives should be on the agenda:
- Distribute contact details and communication guidelines for each member
- Share resources such as school-based assignment sheets and observational tools
- Establish expectations regarding
  ◦ Student Teacher's expected schedule (times and days of the week)
  ◦ Expected hours of attendance in accordance with school policy
  ◦ College/university requirements for the practicum
  ◦ Anticipated schedule for Student Teacher to plan and teach lessons
  ◦ The role of the College/University Supervisor, how feedback will be provided, and how final assessment will occur
- Set a date and time for the midterm conference and sign the triad form

Midterm Triad 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 the Student Teacher's performance to date that enumerates his/her strengths and weaknesses. At the end of this meeting, the Student Teacher should be clear on what she/he still needs to do to complete the practicum successfully. The following objectives should be on the agenda:
- Share notes taken at the previous meeting and determine whether expectations were met
- Review each participant's experiences to date
- Set goals as a team for the Student Teacher to complete by the end of the semester
- Discuss the Student Teacher's progress on the self-assessment notes on the artefacts collected for the professional portfolio
- Set a date and time for final conference and sign the triad form

Final Triad 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 professional portfolio. The following objectives should be on the agenda:
- Share notes taken at the previous meeting and determine whether expectations were met
- Review the entire semester, sharing ideas with Student Teacher about his/her areas of strength and areas where development and growth are needed
- Deliver a final reflection and present the professional portfolio (Student Teacher)
- Complete final assessment and sign the triad form
- Thank all the participants for their time and cooperation
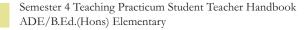
Professional Portfolio

During Semester 4, Student Teachers will produce a professional portfolio, which is different to the developmental portfolio created during the previous semester. The developmental portfolio included all work completed during Semester 3, while the professional portfolio will consist only of the Student Teacher's best work over the course of both semesters.

Using the rubric developed for the National Professional Standards for Teachers in Pakistan (NPSTP), Student Teachers are required to develop a professional portfolio that contains only artefacts that meet at least rubric level 2 and above. Such work could include school-based assignments, lesson plans, observational tasks, received feedback, student work, and other documents that illustrate the Student Teacher's ability to enter the teaching profession. Student Teachers should not include blank copies of materials (such as note templates for teacher–parent meetings) without indicating how they have used these materials themselves. The transition from a developmental portfolio to a professional one demands that the Student Teachers systematically choose artefacts that illustrate their best work from Semester 3 as well as the current semester. It is important for the Student Teachers to be selective in this process; the bulk of the professional portfolio should consist of their very best work during Semester 4.

Throughout Semester 4, the Cooperating Teacher and College/University Supervisors should provide the Student Teachers with feedback on their selection of artefacts and encourage them in the process. The Student Teacher will use the Notes for Self-Assessment by Student Teacher template provided to keep continuous track (preferably on a daily basis) of the artefacts being collected. The items included in the professional portfolio should provide evidence of how the Student Teacher meets the National Professional Standards for Teachers in Pakistan rubric, the standards set by the college and the university, and the requirements of the school site. This collection of materials will provide the opportunity for a multifaceted assessment of each Student Teacher's ability to teach. The Assessment of Practicum section below describes how the portfolio will be graded.

Although the portfolio will be highly personalized and should represent each Student Teacher as an individual, Student Teachers must keep in mind that the portfolio's most important function is to showcase their professional development and as such should include the best of the following items:

- Artefacts that reflect their best work from Semester 3 (taken from the developmental portfolio)
- Complete lesson plan materials that include the following items:
  - Lesson plan
  - Feedback on the lesson plan
  - Worksheets and assessment tools to be used with the lesson plan
  - Worksheets used in teaching
  - Samples of work completed by the children and feedback given to them
  - Reflections on the lesson planned and taught
- Photos, videotaping, or recording of teaching (if available)
- Informal and formal observations by Cooperating Teachers and College/University Supervisors
- Pre-observation guides and post-observation reflections
- Any other material that provides evidence of how you meet at least Level 2 of the rubric for the NPSTP

Overview of Expectations for Semester 4

Student Teacher	Cooperating Teacher	College/University Supervisor
Student Teacher Placement: • Complete a log of daily activities • Assist the Cooperating Teacher/s in the classroom each day • Reflect on teaching and learning experiences each day **Lesson Planning:** • Develop at least 25 lesson plans • Submit lesson plans to both Cooperating Teacher/s and College/University Supervisor for verbal and written feedback **Teaching:** • Teach at least 25 full lessons • Prepare for formal lesson observations by Cooperating Teacher/s and College/University Supervisor • Provide peer feedback on other Student Teachers' lesson plans **Portfolio and Evaluation:** • Participate in triad meetings with the Cooperating Teacher/s and the College/University Supervisor • Prepare reflections on growth and development to discuss at the triad meetings • Systematically develop a professional portfolio that reflects your best work according the rubric for the NPSTP • Showcase your professional portfolio at the final triad meeting for evaluation	**Student Teacher Placement:** • Welcome the Student Teacher into the classroom and the school • Provide the Student Teacher with the resources to successfully complete the practicum **Lesson Planning:** • Provide the Student Teacher with verbal feedback on at least 17 lesson plans • Provide the Student Teacher with at least one written feedback on lesson planning* **Teaching:** • Provide the Student Teacher with feedback on his/her teaching verbally on a day-to-day basis • Provide the Student Teacher with written feedback on at least two taught lessons* **Portfolio and Evaluation:** • Provide the Student Teacher with guidance in developing his/her professional portfolio • Participate in triad meetings with the Student Teacher and the College/University Supervisor • Prepare brief note on the development of the Student Teacher, discussing both progress and concerns, for the final triad meeting	**Student Teacher Placement:** • Provide support to both the Student Teacher and the Cooperating Teacher/s • Provide a positive link between the college/university and the school **Lesson Planning:** • Provide the Student Teacher with verbal feedback on at least two lesson plans • Provide the student teacher with written* feedback on at least six lesson plans **Teaching:** • Provide verbal feedback on Student Teacher's teaching as well as general reflections on the profession • Conduct four formal observations of the Student Teacher and provide written feedback* **Portfolio and Evaluation:** • Provide the Student Teacher with guidance in developing his/her professional portfolio • Take the lead in triad meetings with the Student Teacher and the Cooperating Teacher/s • Lead the discussion at the final triad meeting in order to evaluate the professional portfolio • Share latest research and ideas about teacher education with the triad and other interested parties at the school

*Written feedback forms are provided

Specific Expectations of the Student Teacher during Semester 4

This handbook will provide you with structure as you spend time in a school setting learning to teach. Many of the assignments will give you opportunities to illustrate how you are meeting the NPSTP, but please feel free to add any other evidence you have to your professional portfolio. Keep in mind that fostering good professional relationships with your colleagues can aid and support you in the most important aspect of teaching: developing positive learning relationships with the children in your classroom.

Daily Assignments:
- Log of daily activities (a brief description of what you are doing each day in the classroom)
- Daily reflections on your observing, assisting, or teaching (a brief daily summary of what you learned about teaching). On days you observe your Cooperating Teacher, use the Observer Reflection sheet; on days you assist your Cooperating Teacher, use the Assisting the Cooperating Teacher Reflection sheet; on days you teach, use the Teaching Reflection sheet found in the teaching section of this handbook.

School-Based Activities:
- See instructions at the top of each activity sheet indicating who should complete the specific assignment. If you are placed at the same school site in Semester 4 as in Semester 3, you will only need to complete some of these assignments.

During Semester 4, you will primarily focus on the following areas:

Lesson Planning:
- Initially work with your Cooperating Teacher and College/University Supervisor to plan lessons.
- As time passes and you gain confidence, start to plan your own lessons.
- These lesson plans should be prepared for possible use at your teaching site; they should not be lessons that cannot be used in your placement.
- The lesson plans must cover all possible teaching subjects at your placement.
- Share the lesson plans with your Cooperating Teacher and College/University Supervisor for feedback.
- Once you have received feedback, make the necessary changes and file the plans.

Teaching:
- In order to learn to teach, it is important to use every opportunity you can. Start with assisting the Cooperating Teacher.
- Eventually take over the teaching of sections of the lessons using your own plans, and finally start to teach the entire class using the plans you develop.
- Ask your Cooperating Teacher to provide you with feedback on your teaching and be open to discussing his/her recommendations.
- Write up reflections after each lesson taught, and attach them to the lesson plan.
- Prepare for formal observations using the documents in this handbook.
- Develop a professional portfolio to showcase your best work for final evaluation, using the rubric for the NPSTP as a guide. Note that Student Teachers completing the Semester 4 practicum should reach Level 3 in most areas of the rubric.

SECTION

1

School-Based Assignments

| Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 |

Log of Daily Activities

Date: _____ Cooperating Teacher: _____ Student Teacher: _____ Grade Level: _____

Complete the following log indicating how you were involved during your time at the school. Briefly describe your actions.

Time	Name of the person you worked with	What class was being taught?	What did you do? (Observe, assist, teach, etc.)

At the end of each day, choose one of the reflection sheets provided (depending on what you did) and summarize what you learned about teaching. Your activities are already listed above, so use the reflection sheet to describe your learning.

Cooperating Teacher Signature: _____ Date: _____

Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7

Observer Reflection by the Student Teacher

Use this sheet (or a bound journal) to reflect on your experiences on days that you mostly observe your Cooperating Teacher. On days that you assist your Cooperating Teacher, use the guiding questions provided on the Assisting the Cooperating Teacher Reflection sheet, and on a day that you teach, use the Teaching Reflection sheet found in the teaching section of this handbook.

Student Teacher: _____ Date: _____

Write a page or more in conveying your thoughts on the following:

Two important things you have learned about teaching and learning while observing in the classroom today. *You may comment on one or two of the following points each day. You don't have to comment on each point every day.*

(a)   The most positive aspect of your experience as you observed the classroom

(b)   The area or areas about which you feel doubt or pressure as you prepare to student teach

(c)   How you can access the talents and strengths of the children in your lessons

Finally, add two more points:

(a)   Set yourself a goal for the next few days in the school/classroom.

(b)   Write down any questions you have for your Cooperating Teacher or your College/University Supervisor about teaching and learning.

Assisting the Cooperating Teacher: Reflection by the Student Teacher

This sheet can be used more than once as you reflect on your experiences. Use this on a day that you mostly assist your Cooperating Teacher in the classroom.

Student Teacher: _____Date: _____

Cooperating Teacher: _____ Grade Level: _____

Subject/Content Area: _____ Lesson Topic: _____

A. Write a one-page reflection on your experience as an assistant to your Cooperating Teacher and what you learned about teaching and learning. Respond to some of the following points in each entry. You do not need to cover each point every day, but try to cover them all over a period of a few days.

(a)   What lesson objectives were set, and how were they met?
(b)   Describe the phases and pacing of the lesson. How effective were they, and why?
(c)   Describe how you collaborate with your colleague in the classroom and how you could further participate in collegial activities with other staff in the school.
(d)   How were you able to recognize that the children were learning?

B. Finally, reflect on what you learned today about teaching and how you can use this knowledge as you prepare to create your own lesson plans.

Student Teacher Checklist by the Student Teacher

(To be completed by ALL Student Teachers)

Student Teacher: _____ School: _____Date: _____

As you start student teaching, make sure that you have all necessary materials for your practicum. Consult your College/University Supervisor, Cooperating Teacher, and the school staff and gather the following materials. If the school does not have these materials, write a short note on how this affects teaching, learning, and the functioning of the school.

Important Items	*Where to find them*
Administrative Items	
• School handbook and policies or rules, if available	
• Policy for possible absences (reporting and frequency)	
• Dress code	
• Map of school with locations for the following (If the school doesn't have one, draw a map and attach it to this list.):	
• Restrooms	
• Staff room	
• Copy room	
• Library	
• Your daily schedule	
• Your daily responsibilities for practicum Semester 4	
Classroom Items	
• Class lists	
• Seating charts for children in each class	
• Children with special needs or health issues	
• National curriculum for each subject area you will teach	
• Textbooks	
• Lesson plan preparation format	
• Grading of children's work	
Policies for:	
• Classroom management/discipline procedures	
• Communicating with parents	
• Reporting incidents	
College Documentation	
• Syllabus for practicum seminar	
Expectations:	
• Set out in your syllabus	
• Practicum toolkit	
Other documents required by your college	

College/University Supervisor: _____ Date: _____

Inventory of School Resources by the Student Teacher

(To be completed by Student Teachers who are NOT in the same placement as they were in Semester 3)

Student Teacher: _____ School: _____ Date: _____

Each school has resources that can provide teachers with support. It is important to complete an audit of these as soon as possible. This assignment has two sections: (1) find and document each of these resources; (2) if a certain resource is unavailable, explain how you might compensate for its absence.

(1) Document each resource and the expected procedure for accessing it (if any) in the second column. If a particular resource is not available at your school, write "N/A" (Not Available) next to the item in column 1. If your school has extra resources, please describe them in the rows at

Resource Type	Resource Description and Location
Library Books for the teacher Books for the children	
Science Rooms Equipment for the teacher Equipment for the children	
Supply Rooms Stationery stock Resources for teaching materials	
Sport/physical education facilities	

Resource Type	Resource Description and Location
Other classrooms Home economics room Technical/woodwork room	
ICT facilities Computers for teachers Computers for students Multimedia projector, OHP, CD/DVD player, TV, radio	
Other Resources you found	

the bottom of the next page or attach a separate sheet of paper.

(2) If you cannot find the resources, write up a short note on where in the community you might find them or what this means for teaching and learning for your children. How can you compensate for not having the resources?

College/University Supervisor: _____Date: _____

Cooperating Teacher Interview by the Student Teacher

(To be completed by ALL Student Teachers who have a different Cooperating Teacher from Semester 3)

Cooperating Teacher: _____ Student Teacher: _____

School: _____Date: _____

This assignment has three sections:

(1) Develop a set of questions.
(2) Interview your Cooperating Teacher and write up his/her responses.
(3) Write a final reflection.

(1) To get to know your Cooperating Teacher better and fully understand his/her expectations, conduct an interview with him/her before starting your practicum. Using the following ideas, develop a set of questions to ask your Cooperating Teacher, and add at least three more of your own. Attach a copy of your questions. You should take about 30 minutes to interview the teacher.

   a   Basic background of teaching experience and reason for entering the teaching profession
   b   Reasons for becoming a Cooperating Teacher
   c   Background information on the community, school, grade level, and the specific children in the class you will be teaching
   d   Strategies the Cooperating Teacher uses to plan daily lessons
   e   Use of play or physical activities during the day to keep children engaged
   f   How your Cooperating Teacher develops relationships with colleagues, the principal, and other Student Teachers
   g   Cooperating Teacher's expectations of you as the Student Teacher

(2) Conduct the interview, write up the responses, and attach to this sheet.

(3) Write up a one-page reflection considering the following two questions:

   a   What do I (the Student Teacher) need to do in order to develop a professional relationship with other colleagues in the school?
   b   What do I (the Student Teacher) need to do in order to work well with my Cooperating Teacher and to make this a positive experience for everyone?

College/University Supervisor: _____ Date: _____

Interview of Child/Children by the Student Teacher

(To be completed by ALL Student Teachers)

Child's Name: _____ Student Teacher: _____

School: _____ Date: _____

This assignment has three sections:

(1) Develop a set of questions.
(2) Interview a child or group of children and write up their responses.
(3) Write a final reflection.

(1) In order to get to know your school through the eyes of a child, consult with your Cooperating Teacher to select a child or a group of children to interview. Use the following ideas and a few more of your own to develop a set of questions that should be shared with your Cooperating Teacher before the interview. Attach a copy of your questions.

     a   Basic background about the child or children in terms of community (the neighbourhood in which they live) and family (parents, siblings, extended family, etc.)
     b   What they like about being at school
     c   What types of activities best help them learn (ask for specific examples)
     d   What role physical activities play in their enjoyment/engagement at school
     e   What they find difficult about school/class (ask for specific examples)

(2) Conduct the interview, write up the responses, and attach to this sheet.

(3) Write up a one-page reflection considering the following two questions:

     a   What do I (the Student Teacher) need to know about each child in my class in order to be able to develop good relationships with them?
     b   What do I (the Student Teacher) need to know about each child in my class in order to be able to connect the subject matter to their lives and their prior learning?

College/University Supervisor: _____ Date: _____

Community/Co-Curricular Engagement by the Student Teacher

(To be completed by Student Teachers who have moved to a different school in Semester 4)

Student Teacher: _____School: _____Date: _____

This assignment requires you to research and describe the involvement of parents and other community members in the school, as well as the children's involvement in co-curricular activities in the school and the community. Write a two-page response.

A. Community engagement in the school (1 page):

1   Speak to your Cooperating Teacher and other school staff and find out how parents and community members are involved in the school. Are they encouraged to be involved? How are they involved? What impact does their involvement have on the school? Identify ways you could allow parents to share their skills and talents in your classroom. (Add your own questions.)

2   Write a half-page summary of your findings, describing the community involvement at your school. If there is no involvement, find out why and list the reasons.

3   Write a half-page reflection on what you would consider the ideal level and kind of community and parental involvement in the formal schooling and education of the children.

B. Children's co-curricular engagement in the school and community (1 page):

1   Speak to your Cooperating Teacher and other staff at the school and find out what co-curricular activities occur there. What are they, and which children participate? Are there opportunities for children with different abilities? Are teachers involved in these activities? What impact do these activities have on the children? Consider how co-curricular activities could facilitate intellectual, physical, and ethical development of children through interaction with community institutions. (Add your own questions.)

2   Write a half-page summary of your findings, describing the co-curricular resources provided at your school. If there are none, find out why and list the reasons.

3   Write a half-page reflection on what you would consider the ideal co-curricular program for learning enhancement.

Discipline Procedures and Policies by the Student Teacher

(To be completed by ALL Student Teachers who have a different Cooperating Teacher from Semester 3)

Cooperating Teacher: _____ Student Teacher: _____

School: _____ Date: _____

It is important that you find out if the school has a code of conduct or discipline policy document. If there is a written policy, make a copy, read it, and then talk to your Cooperating Teacher and establish how this policy affects him/her and the students in the classroom.

There are two parts to this assignment:

(1) Find the policy documents and read them. (If there are none, talk to your Cooperating Teacher about the school's expectations regarding the children's behaviour.)
(2) Respond to the following questions after you have read the documents and/or spoken to the Cooperating Teacher.

1   Is there a written school policy document, and how can you obtain a copy?

2   Which aspects of the policy are directly related to what happens in the classroom? What must you do within the classroom to follow the rules? If there is no written policy, would a written policy be helpful?

3   Describe how your Cooperating Teacher follows the general rules of the school policy within the classroom. If there is no school-wide policy, how do the cultural norms of the school and community impact the classroom discipline used by the Cooperating Teacher?

4   Describe your personal philosophy with regard to motivational strategies that could be used to discipline and work effectively with children.

5   Reflect on how your personal philosophy and the school policy can work together to create a positive learning experience for all types of children.

College/University Supervisor: _____ Date: _____
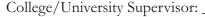
Classroom Management by the Student Teacher

(To be completed by ALL Student Teachers who have a different Cooperating Teacher from Semester 3)

Cooperating Teacher: _____ Student Teacher: _____

School: _____ Date: _____

This assignment has three sections:

(1) Develop a set of questions that will only take about 20 minutes of the teacher's time.
(2) Interview your Cooperating Teacher and write up his/her responses.
(3) Write a final reflection.

(1) Develop a set of questions using the points below as a guide. Ask your Cooperating Teacher how he/she would approach the following tasks:

- Setting expectations for the children
- Developing lesson plans in order to manage behaviour
- Using the pacing of the lesson (timing for activities) to create a positive learning environment
- Using space in the classroom to create a positive learning environment and manage behaviour (seating arrangements, open space, etc.)
- Using dialogue to create a safe learning space in the classroom
- Encouraging active participation by the children
- Building relationships with the children
- Developing a classroom with mutual respect for all participants

(2) Interview your Cooperating Teacher, write up the responses, and attach to this sheet.

(3) Write a one-page final reflection. First write up your own thoughts on what you learned, and then add ideas about how you plan to create a positive learning environment for all students.

College/University Supervisor: _____Date: _____

SECTION

2

Planning Requirements

Lesson Planning

During Semester 4, you will learn to plan lessons alongside your Cooperating Teacher. Initially you will probably use his/her plans, but you should start to develop your own for the classes that you will be teaching as soon as possible. You are required to plan for each lesson that you teach and to fully develop at least 25 lessons (at least 3 in each content area).

It is best to focus on content that you will be able to teach in the upcoming weeks so that you can use these lesson plans when you start teaching and then reflect on how effective they are. Use the lesson plan template required by your college or the one provided in this toolkit. Each lesson plan must include (1) a detailed description on the lesson plan template, (2) any worksheets that the children will complete during the lesson, and (3) information on how you will be conducting formative and summative assessment of the children's learning.

As you start to develop your own lesson plans, share them with your peers, Cooperating Teacher, and College/University Supervisor for verbal and written feedback. Your peers should be encouraged to provide you with feedback on these lesson plans. Your Cooperating Teacher will provide you with verbal feedback as well as one written feedback response; your College/University Supervisor will provide you with verbal feedback as well as six written feedback responses. The written feedback response forms that will be used by your Cooperating Teacher and Supervisor can be found in this handbook as well as in theirs. If necessary, please provide your observers with the appropriate forms.

Lesson Plan Template

Student Teacher: _____ Date: _____

Grade: _____ Subject: _____ Topic: _____

Work with your Cooperating Teacher and Supervisor to plan lessons. Your responsibility is to write up the lesson plan using the template below or one provided for you by your college/university.

Learning Outcomes (LOs): What do I expect the children to learn/understand because of this lesson? The children will know or be able to do the following:

Assessment of Student Learning: What strategies will I use to find out how well the children are learning throughout the lesson? I will use the following assessment approaches and tools:

Data Collection: How will I gather evidence to indicate whether the children have met the LOs by the end of the lesson? I will use the following process to gather the data:

| Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 |

Methodology: How will I guide the children toward the LOs?

Accessing Previous Knowledge: What prior knowledge, experiences, and interests of the children can I use to connect them to the subject matter to be taught?

Learning Sequences and Pacing: Name each phase of the lesson. Describe the subject matter to be learned and the activity planned to teach that content, and indicate the time it will take the children to complete each phase.

Materials Required: List all the materials you will need for this lesson.

Strategies for Misconceptions: Are there any particular misconceptions that children usually have about this subject matter, and how are you going to deal with these?

College/University Supervisor: _____ Date: _____

SECTION

3

Teaching Requirements

Teaching Requirements

During Semester 4, you will initially assist your Cooperating Teacher in the classroom but gradually take over certain classes and teach them independently. You have already started to develop your own lesson plans, so now is the time to put them into action.

You are required to teach at least 25 full lessons during Semester 4. After teaching each lesson, use the reflection sheet provide on the next page and reflect on your teaching and learning. Always feel free to include ideas not covered by the questions on the reflection form..

Use the lesson plan template provided in this handbook in the Lesson Planning section or the template required by your college/university. Your peers should be encouraged to provide you with feedback at least once during this semester. Your Cooperating Teacher will provide you with daily verbal feedback on your teaching as well as written feedback after formal observation of at least two of the lessons you teach. Your College/University Supervisor will provide you with verbal feedback on your teaching when he/she visits you at your school, as well as written feedback after at least four formal observations. The written feedback response forms that will be used by your Cooperating Teacher and Supervisor can be found in this handbook as well as in theirs. If necessary, please provide your observers with the appropriate forms.

Teaching Reflection by the Student Teacher

After teaching a lesson, write a one-page reflection. You should try to include your thoughts about all of the following topics over the course of the semester. You do not need to consider all of these points every time you reflect, but try to cover a few different ones in every reflection.

Children and their learning:
- How to get to know the children in your class
- How to develop a positive and productive relationship with the children in your class
- Children's level of involvement in the lesson
- How you analyse if and what the children are learning
- How to engage more of the children during various activities
- How to engage in a pedagogy of care, collaboration, and cooperation with the children to enhance their learning

Classroom environment:
- How you know learning is taking place in your classroom
- How your classroom management and positive relationships with the children are promoting purposeful learning
- How participation by all children supports commitment to learning by all
- How you are able to use democratic principles in your classroom
- The creation of a positive classroom climate that is socially, emotionally and physically safe for all children

Planning:
- How you followed and/or modified your plans and why
- How appropriate the materials and visual aids were for the content being taught and the level of the children
- Your pacing and the time allocation for various activities
- How you can access the children's needs and developmental progress in order to better plan lessons

Assessment:
- The various forms of assessment that you are using to determine if the children are learning and how effective these assessments are
- How you can use these assessments to plan your lessons for the next day
- How you can be fair and objective when assessing children's learning
- How you can provide constructive and positive feedback that helps children learn better
- How you can promote opportunities for children to assess their own learning

Learning about teaching:
- How you can learn from your own teaching
- How you can seek advice from others to improve your teaching practice

Reflect on what (if anything) you would change about your teaching and your particular strengths as a teacher, and set a new goal for the near future.

Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7

Formal Observations

During Semester 4, you will be formally observed at least six times: at least four times by your College/University Supervisor and at least two times by your Cooperating Teacher. Your peers will also carry out observations of your teaching (using the same observation forms).

Before each official observation, you are required to give the following documents to the observer:
- Pre-Observation Guide
- Lesson plan:
  ○ Worksheets for the children to use during the lesson
  ○ Formative and summative assessments of the children's learning
  ○ Observation tool for the observer to provide you with feedback

After the observation, attach the following documents to the lesson plan and place them in your portfolio:
- Post-Observation Reflection
- Formal Feedback form/report from observer
- Examples of children's work that include your responses

Use the lesson plan template provided in the previous section or the one required by your college.

Cover Sheet for Formal Observations of Student Teacher

Name of Student Teacher: _____

Date of Observation: _____

Name of Observer: _____

Position of Observer: _____

Grade Level: _____ **Subject Matter:** _____

For all formal observations, complete this sheet and attach the materials required.

A. *BEORE THE OBSERVATION:

Attach this form to the following documents and hand them to the observer:

> - **Pre-Observation Guide**
> - **Observation tool you want the observer to use to provide you with feedback**
> - **The lesson plan**
> - **Any worksheets to be completed by the children**

B. AFTER THE OBSERVATION:

Discuss your lesson with the observer and ask them for their written feedback. Attach the following documents to the documents collected above and file them in your developmental portfolio.

> - **All the documents from list A above***
> - **Formal Feedback form/report (provided by the observer)**
> - **Examples of children's work with your responses**
> - **Post-Observation Reflection**

Signatures:
Student Teacher: _____ **Observer:** _____
Date: _____
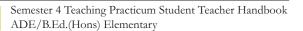
Pre-Observation Guide

Complete this guide for each of your formal observations this semester. The guide will provide the observer with information that will help him/her understand why you have made certain choices about what you are going to teach and how you are going to teach it.

Student Teacher: _____Date: _____
Grade: _____ Subject: _____ Topic: _____

1   Describe what this class did in the previous lesson in terms of both content and
      methodology.

2   Describe how the lesson you will be teaching on the observation day fits in with the
      whole unit (or the week's work).

3   Describe why you selected the particular methodology or technique that you will be
      using in the lesson to be observed, and why it is best for this content or subject matter.

4   Describe how you will be monitoring the children's learning throughout the lesson. How
      will you know that they are learning and understanding?

5   Share any information about the children in the class that you think is important for the
      observer to know and/or that might impact the lesson on the observation day.

6   Which aspect of your teaching are you seeking feedback on, and why? (for example,
      pacing or timing, classroom management, student engagement, use of questions, etc.)

Post-Observation Reflection

Complete this reflection once you have taught your lesson and received verbal and written feedback from your observer.

What went well during your lesson?

Describe what your observer told you and how this feedback will help you as you learn to teach.

How do you know your children were learning? What is the evidence?

What are your next steps as you develop further as a teacher?

SECTION

4

Observation Tools
for Semester 4

Observation Tools for Semester 4

During Semester 4 you will be formally observed at least six times: at least twice by a Cooperating Teacher and at least four times by the College/University Supervisor. At least one of the Supervisor's observations must be conducted using the Lesson Competencies tool, but in every other case, we recommend that when you have an observer coming into your classroom, try to identify which aspect of your teaching you would like to discuss. Identify one of these tools, and request the observer to use it o collect data about what is happening in your classroom.

Although the Student Teacher may choose the tool, the Cooperating Teacher and/or Supervisor should advise the Student Teacher if they believe that another tool would better enable him/her to address skill areas in need of improvement.

We have provided the following six observation tools to facilitate discussion about specific aspects of teaching and learning that are important to think about, especially for someone learning to teach. You can use any of the tools provided in either the Semester 3 or Semester 4 handbook, or develop your own form if you prefer a focus for which no form is provided. What is important is to select the tool that will provide you with the best information with which to start a conversation with your observer.

Before the observation, decide which aspect of your teaching you would like to discuss. Choose one of the tools and ask the observer to use it to collect data about what is happening in your classroom. Make sure that you provide the observer with the tool, along with a lesson plan, student worksheets, and any other necessary information, at least one day ahead of the scheduled observation so that he/she has time to review all documents and use the tool effectively.

You may also wish to use these tools yourself when observing professional teachers.

Teacher Engagement Observation: Verbal Behaviour

Rationale

Effective communication with the children in our classroom is essential, and teachers are encouraged to develop multiple ways to engage with the children in their classrooms. Verbal expression, while not the only effective method of communication, is of course an important one. Use this tool to collect data on the types of verbal communication a Student Teacher uses. Follow the observation with a discussion about the data you collect and what these patterns of verbal engagement mean in terms of teaching and learning.

This observation sheet should be used for a 20-minute phase of the lesson, and the rest of the time spent in the classroom can be used to conduct further observation on general teaching and learning habits.

Instructions

1 Make sure the observer has this observation tool at least a day beforehand so that he/she can read it and plan the observation.
2 Either the observer or the Student Teacher may add other verbal indicators in the last few lines of the table.
3 The Student Teacher should decide which phase of the lesson he/she would like to have observed.
4 During the lesson, the observer notes the teacher's verbal behaviour while engaging the children. Add a mark to the Tally column every time the teacher performs the behaviour in column 1.
5 At the end of the phase, count all the marks in each section and add up the total. The fourth column is for post-observation notes you can make during the observation.
6 Now have a discussion with the Student Teacher about these totals. The tool is not intended as an evaluative instrument but as an entry point for a discussion about the impact of verbal engagement. See the example provided for the types of questions you could ask to start the discussion.
7 Fill out the Formal Feedback form, attach the Teacher Engagement Observation sheet, and return forms along with lesson plan and associated materials to the Student Teacher.

Example: *Observation conducted during the first 20 minutes of the lesson*

Verbal Behaviour	Tally	Total	Data Analysts/Comments
Giving information	///// ///// ///// /////	15	Your information was interesting and generated a lot of questions. The children seemed very interested.
Questioning	////	4	
Answering	///// ///// ///// ///	18	The children asked a lot of questions about the topic.
Direct praise		0	
Giving directions	///// /////	10	These directions were mostly at the beginning of the class when giving the children instructions on how to do the activity.
Control		0	

Possible Discussion Questions: *What does this sheet tell you, the Student Teacher, about your teaching? Look at the number of times you answered the children's questions—did you anticipate any of these questions? Do you believe that giving general encouragement worked? How often do you directly praise individual children? Is there any aspect of your verbal engagement that you would like to change or improve?* (Add any final comments that might be helpful.)

Teacher Engagement Observation: Verbal Behaviour

Student Teacher: _____ Date: _____

Cooperating Teacher: _____ Grade: _____ Subject: _____

Topic: _____

Verbal Behaviour	Tally	Total	Data Analysis/Comments
Giving information			
Questioning			
Answering			
Encouragement			
Direct praise			
Giving directions			
Control			

Ask the Student Teacher what he/she thinks went well.

Write up additional questions based on the data above.

write up a few suggestions for the Student Teacher's further development'?

Observer's name and title: _____Date: _____

Classroom Management Observation: Pacing and Timing of Lesson

Rationale

The purpose of this tool is to learn how to plan the pacing of a lesson. When Student Teachers begin learning to teach, they may find it difficult to plan for an entire period, and thus it is important that we provide them with opportunities to plan their pacing (times for each activity or phase of the lesson) and then to compare their plans to what really happens. Often Student Teachers do not anticipate how long children will take to carry out certain activities or the time needed for transitions.

Instructions

1 The Student Teacher should complete the first two columns (1 and 2) of this form and then hand it to the observer at least one day before the observation. Read the entire form and plan your observation.

2 Observe the lesson, note how long each phase actually takes, and fill out column 3.

3 During the observation, the observer should make comments about the pacing, especially if it differs from the timing indicated by the Student Teacher.

4 After the observation, start a conversation with the Student Teacher about the pacing of the lesson. This is an opportunity to enter into a discussion about the importance of pacing and how and when to adjust pacing if necessary, depending on the needs of the children. The observation tool is not an evaluative tool.

5 Fill out the Formal Feedback form, attach the Classroom Management Observation sheet, and return forms along with lesson plan and associated materials to the Student Teacher.

Example:

1 (Student Teacher will complete before observation)	2 (Student Teacher will complete before observation)	3 (Observer will complete during observation)	4 (Observer will complete during observation)
Component of the Lesson	**Planned Time for Component**	**Actual Time Taken for Component**	**Comments on Pacing**
Introduction; accessing prior knowledge though activity	**10 minutes**	*15 minutes*	*The children had a lot to say about this topic. They really seemed interested and wanted to share with you what they knew. It took longer than anticipated. Do you think it was helpful to expand this time?*
Dividing children into groups of four	**3 minutes**	*10 minutes*	*Dividing up the children took a lot longer than you anticipated. Do you feel you used this time effectively? What would you do the same next time? What would you do differently if you need to?*
Introduce new topic: Why we need sunshine to grow plants, with brainstorming session	**5 minutes**	*6 minutes*	*The time you allotted seemed to work very well. Are you happy with this session? Would you change anything?*
(Continue to add all phases of the lesson.)			

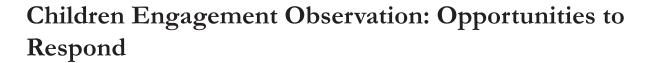After the observation, begin a discussion with the Student Teacher about pacing. Always start the conversation by allowing him/her to see the data you collected in column 3. Then ask: *How well do you believe your classroom time was managed? What are you happy with, and what would you change?*

Classroom Management Observation: Pacing and Timing of Lesson

Student Teacher: _____ Subject: _____ Grade: _____

Cooperating Teacher: _____ Date: _____ Lesson Observed: _____

1 (Student Teacher will complete before observation)	2 (Student Teacher will complete before observation)	3 (Observer will complete during observation)	4 (Observer will complete during observation)
Component of the Lesson	**Planned Time for Component**	**Actual Time Taken for Component**	**Comments on Pacing**

After the observation, begin a discussion with the Student Teacher about pacing and time management. Always start the conversation by allowing him/her to see the data you collected in column 3, and then ask: How well do you believe your classroom time was managed? What are you happy with, and what would you change?

Observer's name and title: _____ Date: _____

Semester 4 Teaching Practicum Student Teacher Handbook
ADE/B.Ed.(Hons) Elementary

Children Engagement Observation: Opportunities to Respond

Rationale

It is important for teachers to develop their verbal behaviour and lesson delivery, but it is equally important for a teacher to learn how to encourage and manage the engagement and participation of all the children in the classroom. This observation tool will help the observer identify the following specific verbal interactions:

- How often the teacher calls on specific children
- How often the teacher asks questions of the class as a whole
- Whom the teacher asks to respond to the questions asked

Instructions

1   Select a phase of the lesson during which the children will be expected to verbally engage with the teacher (such as an interactive explanation, brainstorming, or whole class activity).
2   Before the observation, the Student Teacher should:
3   Draw the layout of the classroom, indicating where each child sits.
4   Write each child's name on the line provided in each square.
5   Give this tool, along with the lesson plan and associated worksheets, to the observer at least a day before the observation.
6   During the identified phase of the lesson, the observer should use the following codes to indicate in each block when the child's verbal responses occur. Try to memorize the codes ahead of time, or use ones that make more sense for you.
7   Codes: T = teacher calls on child by name; CRH = child raises hand to answer the teacher; C = child answers teacher; CO = child calls out a response without raising hand; BR = brief response by child; LR = long response by child; CN = child does not answer the teacher when called on.
8   After the observation, start a conversation with the Student Teacher about his/her students' participation and responses. This is an opportunity to enter into a discussion about the importance of engaging all children in the classroom. The observation tool is not an evaluative tool.
9   Fill out the Formal Feedback form, attach the Children Engagement Observation sheet, and return forms along with lesson plan and associated materials to the Student Teacher.

Example:

Front of Class

Saadia	Shahida	Afshan	Sameed	Zaeem	
T, CN T, C C	T CN T CN T CN	CRH CO CRH CO T LR	CO CO T BR	T CR T CR	
Ruqayyah CRH CRH CRH	Nasreen CRH CO CRH CO CRH	_____	_____	_____	_____

After the observation, analyse the data. How many times did the following responses occur?

T: _____ C: _____ CO: _____ BR: _____ LR: _____ CRH: _____ CN: _____

Now have a discussion with the Student Teacher: *What do you think went well? Are you satisfied with the children's responses? Is there any particular reason that you seemed to call on children in the front row only? What would you like to see change?* Can you offer the Student Teacher any strategies for including more students in the response rate?

| Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 |

Children Engagement Observation: Opportunities to Respond

Student Teacher: _____ Date: _____

Cooperating Teacher: _____ Grade: _____ Subject: _____

Topic: _____

Codes: T = teacher calls on child by name; CRH = child raises hand to answer the teacher; C = child answers teacher; CO = child calls out a response without raising hand; BR = brief response by child; LR = long response by child; CN = child does not answer the teacher when called on.

Student Teacher: Sketch the layout of your classroom. Label each desk with the name of each child.

T: _____ C: _____ CO: _____ BR: _____ LR: _____ CRH _____ CN _____

After the observation, enter into a discussion with the Student Teacher. Use these questions, add some of your own on a separate sheet, and attach the responses to this sheet.

What do you think went well?

Are you satisfied with the children's responses?

Who did most of the talking?

Were the responses appropriate for the content being taught?

What would you like to see change?

Observer's name and title: _____ Date: _____

Teacher and Children Engagement Observation: Verbal Interactions

Rationale

By counting specific verbal exchanges, the observer can help the Student Teacher understand how he/she engages with children and how his/her particular style encourages or stifles verbal interaction. This tool allows an observer to tally how often particular interaction patterns occur between a teacher and the children in the classroom.

Instructions

1 The Student Teacher should tell the observer which phase of the lesson the Student Teacher would like feedback on at least a day before the observation.

2 The observer should ask the Student Teacher if there are any particular verbal behaviours he/she would like the observer to focus on—for instance, who does most of the talking during a lesson or whether the children are encouraged to work collaboratively.

3 During the lesson, the observer notes the verbal behaviour of the teacher and the children. Add a mark to the Tally column every time the teacher or a child performs one of the named actions.

4 At the end of the observation, count all the marks in each section and write in the total.

5 Now have a discussion with the Student Teacher about the data. This is not an evaluative tool but an entry point for a discussion about the impact of teacher verbal engagement. See the example provided for the types of questions you could ask to start the discussion.

6 Fill out the Formal Feedback form, attach the Teacher and Children Engagement Observation sheet, and return forms along with lesson plan and associated materials to the Student Teacher.

| Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 |

Example:

Teacher Talk	Tally	Total	Child Talk	Tally	Total
Teacher asks questions	///// ///// ///// ///// ///	18	Child responds to teacher's questions	///// /////	8
Teacher responds to a child's question	///// /////	10	Child asks questions	///// ///// /////	15
Teacher gives directions on assignments (content work)	///	3	Children give each other directions (restating) on assignments		0
Teacher shares content knowledge	///// ///// ///	13	Children share content knowledge		0
Teacher encourages or praises the children	///// ///// ////	14	Children encourage each other		0
Teacher criticizes the children's behaviour	//	2	General talk between children		0
Teacher controls the children's behaviour (classroom management)	///// /////	10	Children control each other's behaviour		0

After the observation, discuss the totals for each interaction type with the student teacher. Start the conversation by asking the following questions: *What went well during this lesson? Are the number and type of interactions reported here appropriate for the lesson being taught? What might you want to change, and why?* Then offer suggestions on how a different way of teaching the same material might result in a different set of interactions. In this example, for instance, the observer might want to encourage the Student Teacher to provide more opportunity for collaborative learning amongst the children. *How would such changes improve the learning situation?*

Teacher and Children Engagement Observation: Verbal Interactions

Student Teacher: _____ Date: _____

Cooperating Teacher: _____ Grade: _____ Subject: _____

Topic: _____

Teacher Talk.	Tally	Total	Child Talk	Tally	Total
Teacher asks questions			Child responds to teacher's questions		
Teacher responds to a child's question			Child asks questions		
Teacher gives directions on assignments (content work)			Children give each other directions (re-stating) on assign-ments		
Teacher shares content knowledge.			Children share con-tent knowledge		
Teacher encourages or praises the children			Children encourage each other		
Teacher criticizes the children's behaviour			General talk between children		
Teacher controls the children's behaviour – classroom management.			Children control each other's behaviour		

Are the number and type of interactions reported here appropriate for the lesson being taught? Why or why not?

What might you want to change, and why? Discuss what the data above is telling you about verbal interactions in your classroom.

Observer's name and title: _____ Date: _____

Student Teacher Observation: Use of Questions

Rationale

Asking, answering, and working with questions are at the heart of teaching. Asking children good questions will help them learn; helping children ask good questions for themselves will help them continue to learn. To enable Student Teachers to develop effective techniques for using questions in their classrooms, we need to pay attention to the types of questions they use and how the children respond to those questions.

Instructions

1 The Student Teacher should identify for the observer a specific phase of the lesson during which the Student Teacher is planning to give an interactive lecture or hold a discussion in the classroom.
2 In the left-hand column of the table below, the observer should try to write out verbatim the questions that are used to engage the children.
3 Categorize the questions using Bloom's Taxonomy on the next page.
4 After the phase, continue to observe other aspects of the lesson, and keep notes on a separate sheet of paper.
5 Start a discussion with the Student Teacher about the types of questions in the Bloom's Taxonomy categories and how using a variety of levels can enhance learning for children.
6 Fill out the Formal Feedback form, attach the Student Teacher Observation sheet, and return forms along with lesson plan and associated materials to the Student Teacher.

Example:

These questions are asked during a lesson in which the teacher is telling the children about seeds and plant growth. I have only written out the questions, not the actual facts that the teacher gave the children.

Transcribe the questions being asked	Categorize
Can anyone describe how plants grow?	*2*
Do all plants have seeds?	*1*
We have discussed how different types of plants have seeds; do all seeds look the same?	*3*
What is the outside covering of a seed called?	*1*
What does a seed need in order to grow?	*1*
Do seeds need water to grow?	*1*
What are seeds called that produce one leaf?	*1*

Then share your ideas about what the data is telling you. *In the case of this example, I would comment on how many of the questions were at level 1 in Bloom's Taxonomy. This level only requires children to recall information they know or have heard. It does not require children to think more deeply, to analyse, or to apply knowledge. Have a discussion about whether the level of questions is appropriate for this particular subject matter and discuss strategies to enhance the level of questions being asked.*

Bloom's Taxonomy

Education researcher Benjamin Bloom, along with a group of his colleagues at the University of Chicago, developed a system for organizing learning objectives that has come to be known as Bloom's Taxonomy. Bloom and his colleagues believed that it was important for educators to consider the various levels of student knowledge and behaviour that would result from the teaching of specific goals and objectives in a lesson. Revised several times since it was first created in the 1950s, the taxonomy now comprises six levels, from the lowest-order thinking processes to the highest.

For this particular observation you are required to do the following:

- Try to record all the questions that the Student Teacher uses in a specific lesson or section of a lesson.
- Analyse the questions you record.
- Ascertain what types of learning the questions are encouraging.

Each of the taxonomy's levels of thinking promotes a different type of learning. Therefore, teachers must be mindful of how they set objectives, develop questions, and engage learners. Good teachers ensure that children are engaged in a variety of types of thinking and behaviour, from simple, low-order memorization skills to high-order synthesis and analysis. It is important for Student Teachers to try to vary their questions to achieve all the levels consistently. Consider how questions at the various levels in the taxonomy guide the children toward developing their thinking skills.

After each level heading, you will find a list of verbs that suggest the level of cognition required by the question. Keep in mind that the questions teachers ask may not necessarily include the words listed. For example, consider this question asked by a teacher in a grade 1 class reading a story about spiders to her class:

'Look at these pictures. Why do you think there are lots of spiders in this part of the house but not in this part?'

To answer this question, children have to think about what they know about spiders and what they see in the pictures, apply their knowledge, and compare the two parts of the house. The teacher, however, has not used any of the words listed below. Therefore, when identifying which types of learning are being encouraged by the Student Teacher's questions, try to focus on what the children are being asked to do rather than the exact words used.

REMEMBERING: Basic recall. Can the students remember what they have learned?

Teacher may use words such as *name, tell, write, how many, where, when, define, duplicate, list, memorize, recall, repeat, reproduce, state, identify*, or *find*.

UNDERSTANDING. Can the students explain what they know and what they are learning?

Teacher may use words such as *describe, interpret, predict, translate, outline, restate, compare, discuss, explain, summarize, identify, locate, recognize, infer, classify, report, select*, or *paraphrase*.

APPLYING: Can the students show how to use the information in a new way?

Teacher may use words such as *implement, use, choose, carry out, show, demonstrate, dramatize, examine, employ, illustrate, interpret, operate, schedule, sketch, classify, solve, use*, or *write*.

| Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 |

ANALYSING: Can the students distinguish between different things or ideas, or separate things or ideas into different parts to understand their structure?

Teacher may use words such as *arrange*, *compare*, *organize*, *examine*, *deconstruct*, *investigate*, *attribute*, *find*, *structure*, *integrate*, or *categorize*.

EVALUATING: Can the students make a decision and justify it?

Teacher may use words such as *decide*, *check for*, *judge*, *rate*, *critique*, *appraise*, *argue*, *defend*, *judge*, *experiment*, *test*, *detect*, *choose*, *monitor*, *select*, *support*, *value*, or *evaluate*.

CREATING: Can the students develop a new point of view or create a new product?

Teacher may use words such as *create*, *invent*, *assemble*, *plan*, *develop*, *formulate*, *design*, *construct*, *write*, *produce*, *devise*, or *make*.

Student Teacher Observation: Use of Questions

Student Teacher: _____ Date: _____

Cooperating Teacher: _____ Grade: _____ Subject: _____

Topic: _____

Transcribe the questions being asked	Categorize

After the lesson, share this data with your Student Teacher. Use Bloom's Taxonomy to have a discussion about the use of questions. What went well? What would you change in this lesson? Did the children have an opportunity to think during this lesson?

What types of questions does the Student Teacher use most frequently? (See previous page for categories.) Use a separate sheet if there is not enough space below.

Observer's name and title: _____ Date: _____

Student Teacher Observation: Lesson Competencies

Rationale

Toward the end of Semester 4, it is important to observe a lesson and conduct an audit of some of the most important components of the lesson. This is not an evaluation but an opportunity to identify which aspects of teaching and learning are clearly effective and which areas need further development.

Instructions

1   Before the observation, the Student Teacher should provide the observer with the lesson plan and associated worksheets.
2   As you observe the lesson, identify the Student Teacher's ability level for each competency as a 1 (needs improvement), a 2 (satisfactory), or a 3 (competent) and place a checkmark in the appropriate column.
3   After the observation, have a conversation with the Student Teacher about competencies that need improvement, and strategize with him/her about how he/she can improve in those areas.
4   Fill out the Formal Feedback form, attach the Student Teacher Observation sheet, and return forms along with lesson plan and associated materials to the Student Teacher.

Example:

Lesson Competency	1 Needs improvement/ not evident	2 Satisfactory evidence observed	3 Competence clearly evident
Provides a well-written lesson plan		√	
Uses appropriate methods for getting children's attention		√	
Communicates learning outcomes to the children		√	
Speaks clearly			√
Gives clear directions			√
Asks questions to check for understanding			√
Nurtures critical thinking		√	
Uses class time well; allows time for lesson closure and review	√		
Facilitates smooth transitions between activities within the lesson	√		
Accommodates individual needs and learning styles	√		
Facilitates active participation	√		
Facilitates cooperative learning activities	√		
Uses visuals for clarification			√
Demonstrates knowledge of the content area			√
Has consistent expectations for all students	√		
Is aware of all that is happening in the classroom	√		
Circulates among and assists all children	√		
Handles behavioural issues effectively		√	
Appears confident, enthusiastic	√		

After the observation, ask the Student Teacher what went well and where he/she would like to improve. Then briefly comment on the areas in which the Student Teacher is satisfactory or competent. *For example: Your directions and use of language and voice modulation is incredibly effective. The children clearly understand your directions and they are clear. Well done!*

Now provide suggestions on the areas in which the Student Teacher needs to continue to improve. For example: *Let's discuss the pacing and timing of your activities. I would like to see you think about how to make quicker transitions between the different phases of your lesson plans—how do you think you could do that? How can you include more students in the lesson and encourage them to learn cooperatively? Finally, let's talk about what your focus should be during the next few weeks.*

| Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 |

Student Teacher Observation: Lesson Competencies

Student Teacher: _____ Date: _____

Cooperating Teacher: _____Grade: _____ Subject: _____

Topic: _____

Observe an entire lesson and rate the Student Teacher in each of the following categories:

Lesson Competency	1 Needs improvement /not evident	2 Satisfactory evidence observed	3 Competence clearly evident
Provides a well-written lesson plan			
Uses appropriate methods for getting children's attention			
Communicates learning outcomes to the children			
Speaks clearly			
Gives clear directions			
Asks questions to check for understanding			
Nurtures critical thinking			
Uses class time well; allows time for lesson closure and review			
Facilitates smooth transitions between activities within the lesson			
Accommodates individual needs and learning styles			
Facilitates active participation			
Facilitates cooperative learning activities			
Uses visuals for clarification			
Demonstrates knowledge of the content area			
Has consistent expectations for all students			
Is aware of all that is happening in the classroom			
Circulates among and assists all children			
Handles behavioural issues effectively			
Appears confident, enthusiastic			

After the observation, ask the Student Teacher what went well and where he/she would like to improve.

Briefly comment on the areas in which the Student Teacher is satisfactory or competent.

Provide suggestions on areas in which the Student Teacher needs to continue to improve.

Observer's name and title: _____ Date: _____

SECTION

5

Formal Feedback on Planning and Teaching

Formal Feedback on Planning by Cooperating Teacher

Student Teacher: _____ Date: _____

Cooperating Teacher: _____ Grade: _____ Subject: _____

Topic: _____

Please comment on the format, structure, and pacing of the Student Teacher's lesson plan.

Are the proposed teaching methodologies and assessment strategies (formative and summative) appropriate for this grade level and this content? Why or why not?

What aspect or aspects of planning do you believe the Student Teacher needs to develop further? Can you provide some ideas on how he/she can do so?

(Cooperating Teachers should provide written feedback on at least two lesson plans per Student Teacher; please use a separate form for each plan you comment upon.)

Formal Feedback on Planning by College/University Supervisor

Student Teacher: _____ Date: _____

Supervisor: _____ Grade: _____ Subject: _____

Topic: _____

Please comment on the following aspects of the Student Teacher's lesson plan:

The format of the lesson plan, clarity of the learning outcomes, and measurement of the learning outcomes (how Student Teacher plans to assess student learning)

The teaching techniques, activities, and worksheets selected, and whether they are applicable to the grade level and the subject matter being taught

What aspect or aspects of planning do you believe the Student Teacher needs to develop further? Can you provide some ideas on how he/she can do so?

(Supervisors should provide written feedback on at least six lesson plans per Student Teacher; please use a separate form for each plan you comment upon.)

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 Teacher's specific request for feedback. Conduct the observation and then write up this report.

Student Teacher: _____Date: _____

Cooperating Teacher: _____ Grade: _____Subject: _____

Topic: _____

Describe the specific aspect of teaching to be observed as requested by the Student Teacher, and name the observation tool used by the Cooperating Teacher.

Provide feedback on the data collected through the observation tool.

Comment on the lesson's pacing and timing.

Comment on the children's level of engagement and any evidence you have that the children were learning.

Describe aspects of the teaching that worked well, and offer suggestions for further growth and development.

Formal Feedback on Teaching by Cooperating Teacher: 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 Teacher's specific request for feedback. Conduct the observation and then write up this report.

Student Teacher: _____ Date: _____

Cooperating Teacher: _____ Grade: _____ Subject: _____

Topic: _____

Which 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.

Provide specific feedback on the Student Teacher's setting and measuring of individual learning outcomes.

Provide specific feedback on the teaching strategies used and how these helped to manage the classroom.

Add final comments on what worked well and what the next steps are for the Student Teacher's growth and development.

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 Teacher's specific re-quest for feedback. Conduct the observation and then write up this report.

Student Teacher: _____ Date: _____

Supervisor: _____ Grade: _____ Subject: _____

Which parts or aspects of the Student Teacher's teaching worked really well?

Which tool did you select for this observation (based on the Student Teacher's request for feedback)?

Describe the data collected with that tool.

Did the Student Teacher demonstrate adequate content knowledge, and is this content appropriate for children of this age?

Provide suggestions for growth and development to the Student Teacher. Comment on:

The pacing of the lesson:

The assessment of children's learning:

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 Teacher's specific request for feedback. Conduct the observation and then write up this report.

Student Teacher: _____ Date: _____

Supervisor: _____ Grade: _____ Subject: _____

Comment on the Student Teacher's ability to do the following tasks:

Provide clear directions to the children when stating the learning outcomes.

Engage the children and measure their understanding and learning throughout the lesson.

Which 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.

Which aspects of the teaching went well, and which aspects do you believe the Student Teacher needs to develop further?

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

Student Teacher: _____ Date: _____

Supervisor: _____ Grade: _____ Subject: _____
Use the Lesson Competencies observation tool for this observation. Comment on each of the
categories in which the Student Teacher is doing well. Also provide feedback on the categories
that the Student Teacher needs to work on.

Formal Feedback on Teaching by College/University Supervisor: Observation 4

Student Teacher: _____ Date: _____

Supervisor: _____ Grade: _____ Subject: _____

Using the rubric for the NPSTP, have a conversation with the Student Teacher before observing the class. Have the Student Teacher identify the particular standard that he/she requires feedback on.

Name the standard or sub-standard.

Which tool did you use to observe this lesson?

Analyse the results of the observation tool. What does the tool tell you about the teaching and learning that was occurring in the classroom?

Provide specific feedback to the Student Teacher about how he/she is meeting this particular standard, using the rubric as a guide.

Provide the Student Teacher with ideas on how to improve his/her teaching and the children's learning within this particular standard.

Add final comments on how the student teacher is developing as a teacher.

SECTION

6

Meeting
Evaluation Forms

Meeting and Evaluation Forms

These documents are to be used for continuous formative and summative evaluation of field experiences during Semester 4. 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 are 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   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. For their professional portfolios, Student Teachers will select artefacts that illustrate their best practices and will indicate how these items meet Levels 2 and 3 of the rubric for the NPSTP.

3   Final Self-Assessment by Student Teacher: Toward the end of Semester 4, the Student Teacher must formally organize his/her teaching and learning materials to create a professional 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 professional portfolio (indicating 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 professional portfolio, and afterward the Supervisor will assign a final grade for the practicum semester.

4   National Professional Standards for Teachers in Pakistan: This document is provided in both Urdu and English.

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.

Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7

Assessment of Practicum

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 planning lessons, observing lessons taught by peers and Cooperating Teachers, teaching lessons, and writing reflections on learning. During Semester 3, Student Teachers produced developmental portfolios in which they filed all written work (worksheets, observation tools, lesson plans, etc.); throughout Semester 4, Student Teachers will develop professional portfolios in which they will file only the best samples of their written work.

College/University Supervisors will evaluate the professional portfolios for a final course grade, or summative evaluation, based on the National Professional Standards for Teachers in Pakistan (NPSTP). The rubric at the end of this handbook contains detailed descriptions of achievement levels in nine of the ten standards, and the steps outlined below explain how the Supervisor should use the rubric as a grading form to assess the portfolio. In addition, the Cooperating Teacher is strongly encouraged to use the same procedure to review the Student Teacher's portfolio, mark up a copy of the rubric, and refer to the rubric when contributing to discussion of the summative evaluation during the final triad meeting.

Portfolio items may include assignments completed during either Semester 3 or 4 and should illustrate how Student Teachers have met at least level 2 of the NPSTP rubric. Student Teachers can negotiate a minimum and/or maximum number of artefacts they need to include; however, it is recommended that a particular number of assignments not be mandated but rather that the evidence provided should be sufficient to justify a given rubric level.

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 use 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 4) the artefact meets.
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
Standard10	=	2
Total		**20.85**

a   Now take the percentage by dividing 20.85 with 30 (as 3 is the highest level for each standards so it will be 30 from level 1-10)

b   The % will be 69.5%.

c   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 documents should be simultaneously filed to start the professional 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	

Standard 6: Learning Environment	**Standard 7: Effective Communication and Proficient Use of Information Communication Technologies**	**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)**

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 professional 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
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				

Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7

Standard 5: Assessment					
Standard 6: Learning Environment					
Standard 7: Effective Communication and Proficient Use of Information Communication Technologies					
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)					

Student Teacher: _____   Cooperating Teacher: _____

College/University Supervisor: _____   Date: _____

Triad Meeting Form

Student Teacher: _____

Cooperating Teacher: _____

School: _____ **Grade:** _____

College/University Supervisor: _____

During the practicum semester, the Cooperating Teacher, Student Teacher, and College 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. If the University Supervisor assigns a grade for a Student Teacher at a college, he or she should also attend these meetings.

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 professional portfolio was completed, and a grade was assigned using the rubric provided. All three signatures are required.

Student Teacher: _____

College/University Supervisor: _____

Cooperating Teacher: _____

Student Teacher has successfully completed the practicum: Yes: _____No: _____

SECTION

7

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

| Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 |

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.	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. 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 showcase 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 Sindh, 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.Maaroof
- (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.
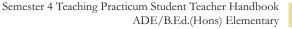
3-B: DISPOSITIONS

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 ar4 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.
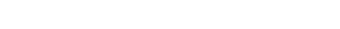
7-B: DISPOSITIONS

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
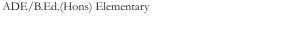
Teachers engage in activities to:
Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences.
Establish respectful and productive relationships and to develop cooperative partnerships 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.