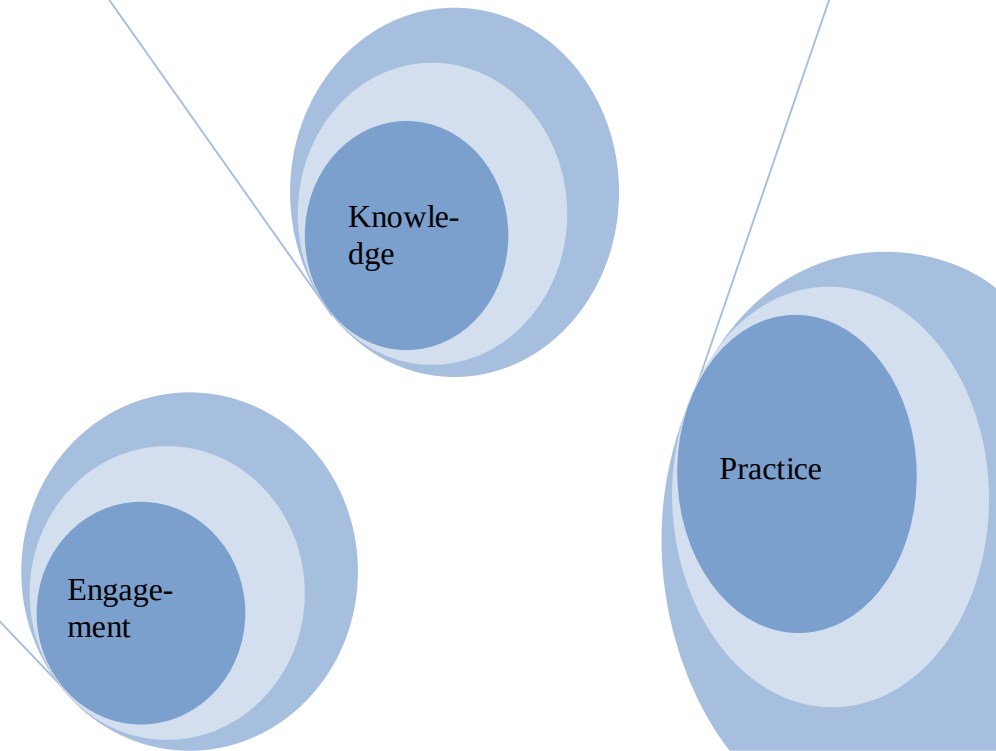




PROFESSIONAL STANDARD FOR ETHIOPIAN SCHOOL TEACHERS

MINISTRY OF EDUCATION
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Contents

Introduction.....	1
Background.....	1
Rational.....	2
Purpose of the national Professional Standard for Teachers.....	4
Organization of the national Professional Standard for Teachers.....	5
Domains of Teaching.....	6
National Professional Standard for Teachers.....	8
Standards and their Descriptors.....	8
Professional capability at four career level.....	8
Definition of key terms.....	13
Standard 1: Know students and how they learn	14
Standard 2: Know the content and how to teach it	28
Standard 3: Plan for and implement effective teaching and learning	41
Standard 4: Create and maintain supportive and safe learning environments.....	52
Standard 5: Assess, provide feedback and report on student learning.....	70
Standard 6: Engage in professional learning.....	85
Standard 7: Engage professionally with colleagues, parents/care givers and the community.....	100

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

INTRODUCTION

Background

As it is ascertained in the education and training policy, 1994. p. 20. Teachers are expected to have the ability, diligence, and professional interest, physical and mental fitness appropriate for the profession. In the teacher education and training more emphasis, will be given to basic knowledge, professional code of ethics, methodology and practical trainings. Teachers will be certified before assigned to teach at any level of education. This ensures that they have the necessary teaching qualification and competency in the media of instruction.

Besides, as our education is entangled with complex quality problems, to address this, the Ethiopian government designed a strategy for education development which serves as the overarching framework by giving high priority to quality improvement at all levels. (As it is stated in the GEQIP, 2008, p.65) a teacher licensing system will be developed to enhance standards and provide incentives for teachers to develop their skills, and performance. This will include setting in place

performance criteria for promoting teachers to different levels in the system. For the effectiveness of all these, it necessitates to produce globally competent teachers and improve the quality of education as the whole. The development of this standard, by Teachers and Education Leaders Professional Licensing and Relicensing Directorate, is not a newly start at national level. Teachers Development Program (TDP) has already built it up on the significant work undertaken since 2007 (Teachers Development Program blue print 2007. P.23.and National Teachers' Professional Competency Standard Framework, 2007.)

As an integral part of ensuring quality of teaching and learning based on international and national evidence, many international professional standards have been reviewed .This professional standard for teachers incorporates the synthesis of professional knowledge, practice, engagement and the format modality from Australia, Ohio and Newjersy's national professional standards for teachers.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

Rational

Teachers have to be knowledgeable in their content areas and extremely in a wide range of teaching approaches to cater for the divers learning needs of every student. Despite the fact that different studies indicated teachers have critical gaps in competence, teaching skills and methodologies.

The impact study conducted (by Lund University 2005 and Haramaya University 2007) On English Language Improvement (ELIP) indicated that teachers need intervention to improve their proficiency and pedagogical skills in English.

Similar to this, the national learning assessment of grade 8 students 2008 showed that students' achievement was below the standard.

The Science and Mathematics Education of Ethiopia (SMASEE), 2011 report also showed that mathematics and science teachers have lack of the necessary facilitation skills to lead group discussion, question and answer activities, demonstration skills, improvisation, skills, planning effective lesson plan and generally lack of content mastery. In addition to this, other filled visit

reports showed results in the same way. If similar studies conducted on other subjects, one can assume that the result wouldn't be far from this.

With this realization, Ministry of Education, has developed this professional standard to:

- improve the quality of education helping teachers receive professional licensing that will enhance their responsibility and accountability to implement a quality oriented teaching & learning process (ESDPV, 2010).
- guide teachers' professional development & career sources.
- help to discover how teachers could progress at every stage of their career.
- give due attention for teachers training and produce competent ones.
- help teachers begin with the standard to tie the strategies and activities that match their own intelligence, learning styles & modalities.
- "With it" teachers exhibit a passion for teaching and they instill a love of learning.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

As whole, teachers share a significant responsibility in preparing young people to lead successful and productive lives. Qualified and committed teachers are essential since it is in the classroom that the real teaching-learning takes place. Teacher quality is the single most important in-school factor influencing student achievement. Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about further education, work and life. Consequently, internationally and locally, education systems are developing professional standards for teachers to attract, develop, recognize and retain quality teachers.

As an integral part of ensuring quality teaching and learning, and based on national and international

evidence, it is believed that developing professional standard for teachers can guide professional learning, practice and engagement. It also help facilitate the improvement of teacher quality, and contributes positively to the public understanding of the profession. By providing explicit standards that guides teachers in their work to improve students' levels of educational achievement, the standard Framework is a valuable tool for increasing public confidence in the school education system. It emphasizes that the teaching profession requires teachers to be life-long learners who engage in ongoing professional learning during the course of their careers.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

Purpose of the National Professional Standard for Teachers

The main purpose of the NPST is to improve educational qualities at national level. It also:

- defines the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students.
- provides a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers.
- presents a common understanding and language for discourse between teachers, teacher educators, educational experts, educational leaders, professional associations and the public.
- informs the development of professional learning goals,
- provides a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment.
- enables teachers to recognize their current and developing capabilities, professional aspirations and achievements.
- contributes to the professionalization of teaching and raise the status of the profession.
- uses as the basis for a professional accountability
- helps to ensure that teachers can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.
- increases the level of teachers teaching proficiency
- narrows the professional knowledge and skill gaps
- helps teacher education institutions to design and develop curriculum/courses for teachers training based on the standard set
- encourages teachers to attain high standards of performance.
- helps to establish a system for assessment and certification of teachers.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

Organization of the National Professional Standards for Teachers

The National Professional Standards for Teachers comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping.

The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains.

Within each Standard, elements provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into underpinning knowledge at four professional career stages: **Graduate, Proficient, Highly accomplished and Lead.**

N.B. It is a common understanding in each professional career stages each standard set of elements build on the previous set, so that being considered as Lead would be expected to accomplish the Highly Accomplished, the Proficient and graduate elements. The Highly Accomplished will also be committed to the proficient and graduate ones

and the Proficient will do the Graduate elements by coupling with his *own as well*.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

DOMAINS OF TEACHING	STANDARDS	Elements & Performance criteria
1. Professional Knowledge,	1. Know students and how they learn	 Refer to the standards at each career stage
	2. Know the content and how to teach it	
2. Professional Practice	3. Plan for and implement effective teaching and learning	
	4. Create and maintain supportive and safe learning environments	
	5. Assess, provide feedback and report on student learning	
3 Professional engagement	6. Engage in professional learning	
	7. Engage professionally with colleagues, parents/care givers and the community	

2.1 DOMAINS OF TEACHING

❖ **PROFESSIONAL KNOWLEDGE**

Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach. Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.

Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use Information and Communication Technology to contextualize and expand their students' modes and breadth of learning.

❖ **PROFESSIONAL PRACTICE**

Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and

equitable behavior management plans. They use sophisticated communication techniques.

Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.

They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/caregivers

❖ **PROFESSIONAL ENGAGEMENT**

Teachers model effective learning. They identify their own learning needs and analyze, evaluate and expand their professional learning both collegially and individually.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/care givers and the community. They are sensitive to the needs of parents/care givers and can communicate effectively with them about their children's learning.

Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

The seven national standards for teachers identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the standards will occur within their specific teaching context at their stages of expertise and reflect the learning requirements of the students they teach.

Standard 1: Know students and how they learn

Standard 2: Know the content and how to teach it

Standard 3: Plan for and implement effective teaching and learning

Standard 4: Create and maintain supportive and safe learning environments

Standard 5: Assess, provide feedback and report on student learning

Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/care givers and the community

2.2 STANDARDS AND THEIR DESCRIPTORS

The standards and their descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to

integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.

The stages are dynamic and not related to length of service. A teacher may operate at any stage at any of stages teaching career. For example, teachers with limited classroom experience may demonstrate some of the standards in all of the stages.

As teachers become familiar with the standards of each stage they will be able to determine the types of professional learning activities that best address their individual needs.

2.3 PROFESSIONAL CAPABILITY AT FOUR CAREER STAGES

The four career stages in the Standards provide benchmarks to recognize the professional growth of teachers throughout their careers. The performance indicators across the four career stages represent increasing levels of knowledge, practice and

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

professional engagement for teachers. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

❖ GRADUATE TEACHERS

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards.

On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics. They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies to create rapport with students and manage student behavior. They know how to support students' wellbeing and safety, working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Teachers understand strategies for working effectively, sensitively and confidentially with parents/careers and recognize their role in their children's education.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

❖ PROFICIENT TEACHERS

Proficient teachers meet the requirements for full registration through demonstrating achievement of the seven Standards at this level.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyze and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession and with advice from colleagues identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/careers and community members. They behave professionally and ethically in all forums.

❖ HIGHLY ACCOMPLISHED TEACHERS

Highly Accomplished teachers are recognized as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

They maximize learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

learning. They provide colleagues, including pre-service teachers, with **support** and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analyzing student assessment data and use it to improve teaching and learning.

They are active in establishing an environment which maximizes professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They

communicate effectively and respectfully with students, colleagues, parents/caregivers and community members.

❖ LEAD TEACHERS

Lead teachers are recognized and respected by colleagues, parents/careers and the community as exemplary teachers, which means: a high standard of practice, serving as a model or example for students, colleagues and the community.

They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They seek to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analyzing student assessment data and taking account of feedback from parents/careers. This is combined with a synthesis of current research on effective teaching and learning.

They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

DEFINITION OF KEY TERMS

Professional Standards: - the standard is the broad category of teachers' knowledge and skills. It is overarching goals and themes that provide a framework for what teachers should know and be able to do and indicates the level of performance required for the successful achievement of school expectations.

Standard Code:-provides the identification of professional standards..

Elements: - are what teachers should know, think and do to be effective. Elements are the basic building blocks of the standards.

Performance indicators: - are observable and measurable statements to serve as tools in discussions of teachers' skills and knowledge. It specifies what is to be assessed and the required level of performance. It is here that the activities, skills, knowledge and understanding which provide the evidence of competent performance are specified. Performance indicators contain an outcome and a standard of performance. Each element is accompanied by a number of performance indicators.

Range of Variable: - defines the boundaries within which the standard applies.

Evidence Guide: - provides specific, information on the evidence to be collected, the evidence collection method and the context of the evidence collection.

The Evidence Guide comprises six sections:

- **Critical Aspects of standard:** - describe what is required to successfully complete the teaching activity. It tells the assessor what evidence is essential for successful performance. It identifies

the essential: product evidence, knowledge evidence process evidence.

- **Underpinning knowledge:** - summarizes the essential knowledge that needs to be applied in teaching activities or knowledge that may need to be applied to perform teaching to the required standard.
- **Underpinning Skills:** - provides the assessor with a summary of skills needed to achieve the elements and performance indicators in the standards.
- **Methods of Assessment:-** identifies the ways in which evidence of standards must be collected.

- **Context of Assessment:-**The Context for Assessment section indicates where the standards should be assessed.

PROFESSIONAL KNOWLEDGE

STANDARD 1- KNOW THE STUDENTS AND HOW THEY LEARN

PROFESSIONAL CAREER STAGES	Graduate	Proficient	Highly Accomplished	Lead
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge to demonstrate the positive values, attitudes and behavior they expect from children and young people, and use a variety of learning styles.</i>	<i>This unit describes knowledge of teachers that meet diverse student learning needs through consistent application of a wide range of effective teaching strategies and the use of technology that fosters both independent and collaborative learning</i>	<i>This unit describes knowledge of teachers having a critical understanding of the most effective teaching, learning and behavioral management strategies.</i>	<i>This unit describes how teachers model innovation in the use of exemplary, highly-responsive and inclusive teaching strategies that effectively meet the specific learning needs of an individual or group of students</i>

ELEMENT	PERFORMANCE CRITERIA			
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
1.1 Demonstrate Physical, intellectual, emotional development and characteristics of students	1.1.1 Utilizes the whole school (physical and human) as an environment to enhance student learning 1.1.2. Prepares purposeful and sequential learning experiences that integrate learning areas and are responsive to student interests and learning styles 1.1.3 Assumes different roles in the instructional process based on the content and purposes of learning experiences 1.1.4 Identifies learning outcomes for individuals and groups that are matched to students developmental	1.1.1 Uses teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning 1.1.2 Applies an understanding of human development and learning theory to the design of learning experiences 1.1.3 Provides frequent opportunities for students to engage in learning experiences that promote problem solving, critical thinking, inquiry and creativity 1.1.4 values and encourages student risk taking shows flexibility and adjusts approach to	1.1.1 Identifies the learning needs of individuals and or groups of students, providing an inclusive <i>learning</i> environment 1.1.2 Identifies barriers that inhibit student learning and achievement 1.1.3 Apply learning theory to accommodate differences in students intelligence, perception, cognitive style and achievement levels	1.1.1 Support colleagues' understanding of student development and help other teachers evaluate students for purpose of instructional planning

	needs and are consistent with national curriculum requirements 1.1.5 Responds to students emotional needs by providing appropriate support	be inclusive of students' learning styles and needs		
1.2 Understand how students learn	1.2.1 Encourages students to take increasing responsibility for attaining learning goals 1.2.2 Build relationships with students by establishing and maintaining rapport and valuing each student as an individual 1.2.3 Makes the purpose of learning experiences explicit to students	1.2.1 Encourages students to set personal goals for learning 1.2.2 Assists students to plan appropriate learning strategies to achieve personal goals 1.2.3 Prompts students to monitor and reflect on the effectiveness of personal learning strategies implemented to attain goals 1.2.4 Allows students to assume control over aspects of the	1.2.1 Designs appropriate learning strategies to achieve learning goals 1.2.2 Implement a learning strategy that responds to the learning needs of an individual or a group of students 1.2.3 Assisting students to learn how to learn 1.2.4 Selects from a repertoire of purposeful, authentic, relevant strategies that match learner characteristics 1.2.5 Initiates dialogue with colleagues, specialists, parents	1.2.1 Lead processes to evaluate the effectiveness of teaching programs using school based research and knowledge about how students learn 1.2.2 Lead the design and implementation of strategies to assess individual student abilities, learning style and needs 1.2.3 Lead colleagues to select and develop teaching strategies to

	and links new concepts to prior knowledge 1.2.4 Uses praise and encouragement to foster students' self-esteem and to promote investment in effort 1.2.5 Facilitates collaborative learning processes 1.2.6 Respect and value the native language and dialects of their students and use students' current language skills to achieve content-area learning goals	teaching and learning processes, where appropriate 1.2.5 Structures real-life, practical learning experiences that motivate and engage students 1.2.6 Provides opportunities for student to ask and investigate personal questions of interest 1.2.7 Establishes and communicates explicit expectations for student learning and provides clear directions and instructions to students to support their engagement with learning experiences	and other caregivers in order to inform the development of options for addressing specific learning needs 1.2.6 Document the specific learning needs of students 1.2.7 Gathers information about learners' previous experiences from a range of sources	improve student learning 1.2.4 Designs and implement strategy that helps students learn by themselves
1.3 Understand students with diverse linguistic, cultural,	1.3.1 Models respect for students' diverse cultures ,language	1.3.1 Implements teaching strategies that are responsive to the	1.3.1 Supports for and addresses barriers to culturally responsive	1.3.1 Evaluates and revises school learning and

religious and socioeconomic backgrounds	skills and experiences 1.3.2 Accepts and values students diversity and treats students equitably 1.3.3 Modifies communication styles to be inclusive of diverse student needs	learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	teaching in school environments	teaching programs, using expert and community knowledge and experience to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.4 Differentiate teaching to meet the specific learning needs of students with special needs	1.4.1 Makes provisions inclusive of individual students with particular learning needs 1.4.2 Identify gifted students based on established practices 1.4.3 Respects students as individuals with different experiences, skills, talents and interests 1.4.4 listens and responds to students questions, comments, opinions, thoughts, ideas	1.4.1 Seeks and uses support to gifted students from specialists and other sources of expertise to enhance student learning 1.4.2 Identifies the learning needs of individuals and or groups of students, providing an inclusive learning environment 1.4.3 Tailors learning experiences according to individual students' learning styles ad needs	1.4.1 Collaboratively develop and implement learning plans for gifted students 1.4.2 Examines and manages the differences in learning styles among individuals or groups of students 1.4.3 Fosters respect and sensitivity in providing challenging and inclusive learning programs 1.4.4 Collaboratively develops and	1.4.1 Lead colleagues to evaluate the effectiveness of learning and teaching programs to differentiate for the specific learning needs of students across the full range of abilities. 1.4.2 Modifies learning experiences to be inclusive of the learning styles and needs of individuals or groups of

	and silences 1.4.5 Seeks and uses support to students with disability and at-risk students from specialists and other sources of expertise to enhance student learning	1.4.4 Identify and support students with disability and at-risk students based on established practices	implements learning plans for students with disability and at-risk students 1.4.5 Adapt the pace and depth of curriculum to meet the needs of those students whose performance is advanced or below level	students 1.4.3 Provides individualized programs, support and instructions for students with specific needs 1.4.4 Initiates and leads the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or national policies. 1.4.5 Advocate within the school ,woreda and broader community to ensure that students with disability and at-risk students have access to all appropriate learning opportunities and resources
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VARIABLES	RANGE
<i>Physical, social and intellectual development</i>	May include but not limited to: ✓ Physical usually covers a child's motor skills (i.e., actually moving around and learning how to use their body). Physical development would mean a child is in touch w/ their body, understands that their movements have consequences, knows how to control their movements, etc. ✓ Intellectual refers to a child's intellectual development. It's pretty straight-forward. They learn how to critically think, develop ideas, create things through thought, etc ✓ Emotional refers to a child's ability to control their emotions, get and keep in touch w/ their feelings, understanding that others have feelings, realize that certain actions will prompt an emotional response (if you touch a hot stove, you'll cry). ✓ Social means the child is learning how to get along in society among their peers. They learn how to play in isolation vs. group play, share, compromise, fit in vs. feeling alone, etc.
<i>Learning styles</i>	May include but not limited to: ✓ various approaches or ways of learning such as visual learners; auditory learners, kinesthetic learners or tactile learners, sequential learners, intuitive learners, reflective learners; etc ✓ involve educating methods, particular to an individual, that are presumed to allow that individual to learn best
<i>Learning outcomes</i>	May include but not limited to: ✓ statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. ✓ identify what the learner will know and be able to do by the end of a course or program. ✓ Program Learning Outcomes :describe the essential knowledge, skills and attitudes required by graduates of the program ✓ Course Learning Outcomes :reflect what the faculty and the community collectively identify as the essential knowledge, skills and attitudes required by practitioners in the subject area ✓ Instructional Objectives :describe in detail the behaviors that students will be able to perform at the conclusion of a unit of instruction such as a class, and the conditions and criteria which determine the acceptable level of performance

<i>Learning theory</i>	May include but not limited to ✓ Behaviorism ✓ Cognitivism ✓ Constructivism ✓ Informal and post-modern theories ✓ Transformative Learning Theory ✓ Other learning theories
<i>Learning needs</i>	May include but not limited to: ✓ Identify what skills and knowledge the learners already have ✓ Highlight skills/knowledge/competencies that need developing ✓ Identify any obstacles or difficulties which may arise ✓ Outline and define expectations and goals ✓ Establish need and demand for the course you have in mind ✓ Determine what can realistically be achieved given the available resources ✓ Identify clearly what students wish to achieve ✓ Increase the sense of ownership and involvement of the student ✓ Achieve a correct fit between the provider and student, i.e., the course matches student needs and expectations ✓ Identify the content that best suits students needs ✓ Provide information about your student group - know your audience
<i>Inclusive learning</i>	May include but not limited to: ✓ Realistic plan to maximize delivery of an inclusive learning strategy ✓ Follow-up of early drop-out ✓ Teaching students with learning difficulties ✓ Finding out students who have not disclosed their disability. ✓ Talk to disabled students about what is best for them.
<i>Cognitive style</i>	May include but not limited to: ✓ Individual differences in the extent and intensity of attention resulting in variations in the vividness of experience and the span of awareness ✓ Individual variations in remembering that pertain to the distinctiveness of memories and the tendency to merge similar events ✓ Individual consistencies in the speed and adequacy with which alternative hypotheses are formed and

	responses made ✓ Individual differences in the tendency to categorize perceived similarities among stimuli in terms of separate concepts or dimensions
Instructional planning	May include but not limited to:- ✓ setting <i>learning goals</i> ✓ Making practical <i>pedagogical decisions</i> about the nature of the learning experience. ✓ involves the preparation necessary to meet the individual needs of the classroom members ✓ Selecting and sequencing appropriate <i>activity types</i> to combine to form the learning experience ✓ Selecting formative and summative <i>assessment strategies</i> that will reveal what and how well students are learning ✓ Selecting <i>tools and resources</i> that will best help students to benefit from the learning experience
Learning goals	May include but not limited to: ✓ The specific, measurable, attainable, realistic and time targeted (SMART goals) objectives set with, by and for students.
Personal goals for learning	May include but not limited to: ✓ the behaviors, knowledge or understandings that students identify as important to their own learning ✓ can help students close the gap between what they have achieved and what they want to achieve
Learning strategies	May include but not limited to ✓ used by students to help them understand information and solve problems. ✓ a person's approach to learning and using information
Learning strategy instruction	May include but not limited to ✓ focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.
Learning and Teaching programs	May include but not limited to ✓ An organized and sequenced program of teaching activities and strategies; assessment strategies and resources.
Culturally responsive teaching	May include but not limited to ✓ a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning ✓ Some of the characteristics of culturally responsive teaching are: ✓ Positive perspectives on parents and families

	✓ Communication of high expectations ✓ Learning within the context of culture ✓ Student-centered instruction ✓ Culturally mediated instruction
<i>Established practices,</i>	May include but not limited to ✓ <i>scientifically-based or evidence-based practices,</i> ✓ methods that have significant and convincing empirical evidence supporting their effectiveness. Positive results can be expected when knowledgeable and skilled professionals, in collaboration with parents and families, use these methods
<i>At-risk students</i>	May include but not limited to ✓ used to describe students who are "at risk" of failing academically, for one or more of any several reasons. ✓ used to describe a wide variety of students, including those who are academically disadvantaged, those who are disabled, those who are characterized by low socioeconomic status, and students on a probationary status.
<i>Critical Thinking</i>	May include but not limited to ✓ skillful, responsible thinking that facilitates good judgments because it relies upon criteria, is self-correcting, and is sensitive to context. ✓ skills includes focusing, information gathering, referencing, organizing, analyzing, integrating, and evaluation.
<i>Federal Standards</i>	Define the knowledge and skills teachers should have within their education careers. The standard ; ✓ aligned with college /university and work expectations, ✓ are clear, understandable and consistent, ✓ Include rigorous content and application of knowledge through high-order skills and evidence-based.

EVIDENCE GUIDE				
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
Critical aspects of competence	✓ Prepares purposeful and sequential learning experiences that integrate learning areas and are responsive to student interests and learning styles ✓ Assumes different roles in the instructional process based on the content and purposes of learning experiences ✓ Identifies learning outcomes for individuals and groups that are matched to students developmental needs and are consistent with national and regional curriculum requirements ✓ Encourages students to take increasing responsibility for attaining learning goals ✓ Makes the purpose of learning experiences explicit to students and links new concepts to prior knowledge ✓ Facilitates collaborative	✓ Using teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning ✓ Applies an understanding of human development and learning theory to the design of learning experiences ✓ Provides frequent opportunities for students to engage in learning experiences that promote problem solving, critical thinking, inquiry and creativity ✓ Shows flexibility and adjusts approach to be inclusive of students' learning styles and needs ✓ Encourages students to set personal goals	✓ Identifies the learning needs of individuals and or groups of students, providing an inclusive learning environment ✓ Identifies barriers that inhibit student learning and achievement ✓ Apply learning theory to accommodate differences in students intelligence, perception, cognitive style and achievement levels ✓ Implement a learning strategy that responds to the learning needs of an individual or a group of students ✓ Selects from a repertoire of purposeful, authentic, relevant strategies that match learner characteristics ✓ Gathers information about learners' previous experiences	✓ Support colleagues' understanding of student development and help other teachers evaluate students for purpose of instructional planning ✓ Lead processes to evaluate the effectiveness of teaching programs using school based research and knowledge about how students learn ✓ Lead the design and implementation of strategies to assess individual student abilities, learning style and needs ✓ Lead colleagues to select and develop teaching strategies to improve student learning ✓ Designs and implements strategy that helps students learn by themselves ✓ Evaluates and revises school learning and teaching programs, using expert and community knowledge and experience to meet the needs of students with

	learning processes ✓ Models respect for students' diverse cultures ,language skills and experiences ✓ Modifies communication styles to be inclusive of diverse student needs ✓ Identify gifted students based on established practices ✓ listens and responds to students questions, comments, opinions, thoughts, ideas and silences ✓ Seeks and uses support to students with disability and at –risk students from specialists and other sources of expertise to enhance student learning	for learning ✓ Assists students to plan appropriate learning strategies to achieve personal goals ✓ Structures real-life, practical learning experiences that motivate and engage students ✓ Establishes and communicates explicit expectations for student learning and provides clear directions and instructions to students to support their engagement with learning experiences ✓ Implements teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ Identify and support students with disability and at –risk students based on established <i>practices</i>	from a range of sources ✓ Supports for and addresses barriers to culturally responsive teaching in school environments ✓ Collaboratively develop and implement learning plans for gifted students ✓ Collaboratively develops and implements learning plans for students with disability and at – risk students ✓ Adapt the pace and depth of curriculum to meet the needs of those students whose performance is advanced or below level	diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ Provides individualized programs, support and instructions for students with specific needs ✓ Initiates and leads the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or national policies. ✓ Advocate within the school ,district and broader community to ensure that students with disability and at –risk students have access to all appropriate learning opportunities and resources
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Underpinning Knowledge	Demonstrate knowledge of: ✓ Physical, social and intellectual development and characteristics of students and how this may affect learning ✓ Research into how students learn and the implications for teaching ✓ teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities ✓ legislative requirements and teaching strategies that support participation and learning of students with disability	Demonstrate knowledge of: ✓ Using teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning ✓ Structure teaching programs using research and collegial advice about how students learn ✓ Designing and implementing teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ Developing teaching activities that incorporate differentiated strategies to meet the specific learning needs of students	Demonstrate knowledge of: ✓ Selecting from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students ✓ Expanding understanding of how students learn using research and workplace knowledge ✓ Supporting colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ Evaluating learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities. ✓ Identifying the learning needs of individuals and or groups of students, providing an inclusive	Demonstrate knowledge of: ✓ Leading colleagues to select and develop teaching strategies ✓ Leading processes to evaluate the effectiveness of teaching programs ✓ Evaluating and revising school learning and teaching programs ✓ Leading colleagues to evaluate the effectiveness of learning and teaching programs ✓ Initiating and leading the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or national policies.
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		across the full range of abilities ✓ Designing and implementing teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirement	learning environment ✓ Working with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability	
Underpinning Skill	Demonstrate skills in: ✓ applying a professional knowledge base to the design of learning experiences ✓ Promoting student learning ✓ Catering for individual student learning styles and needs ✓ Managing teaching and learning processes	Demonstrate skills in: ✓ Fostering the development of independence in student learning ✓ Providing learning experiences that promote problem solving, critical thinking, enquiry and creativity ✓ Initiating appropriate and purposeful opportunities for students to work collaboratively ✓ Integrate use of ICT to enhance student learning	Demonstrate skills in: ✓ Identifying barriers that inhibit student learning and achievement ✓ implementing processes to gauge the ongoing effectiveness of the teaching strategy ✓ Gathering information about learners previous experiences from a range of sources ✓ Examining and manages the differences in learning styles among individuals or groups of students ✓ Collaboratively developing and implementing learning plans for gifted students, students with disability and at –risk students ✓ Adapting the pace and	Demonstrate skills in: ✓ Supporting colleagues' understanding of student development ✓ Leading the design and implementation of strategies to assess individual student abilities, learning style and needs ✓ Modifying learning experiences to be inclusive of the learning styles and needs of individuals or groups of students ✓ Providing individualized programs, support and instructions for students with specific needs

			depth of curriculum to meet the needs of students	
Assessment methods	✓ Competency may be accessed through: Class room observation: Teacher's reflection Interview / Oral Questioning, written exam, Portfolio			
Context of assessment	✓ Competency may be assessed in the workplace			

PROFESSIONAL KNOWLEDGE

STANDARD 2	KNOW THE CONTENT AND HOW TEACH IT			
STANDARD CODE	G002	P002	H002	L002
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to provide evidence of their knowledge of content and pedagogy through their performances in the class room.</i>	<i>This unit describes the required knowledge of teachers having mastery over the subject(s) they teach and have a deep understanding of the history, structure and real-world applications of the subject and its appropriate pedagogy.</i>	<i>This unit describes teachers having a more developed knowledge and understanding of their subjects/curriculum areas and pedagogy including how learning progresses within them.</i>	<i>This unit describes teachers having an extensive and deep knowledge and understanding of their subjects/curriculum areas and pedagogy</i>
ELEMENT	PERFORMANCE CRITERIA			

	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
2.1 Know content and teaching strategies of the teaching area	2.1.1 Links key concepts, principles and theories across the curriculum and to life applications 2.1.2 Possesses knowledge of curriculum materials and resources in designing learning experiences 2.1.3 possesses an understanding of human development and learning theory to the design of learning experiences 2.1.4 Engages students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline; 2.1.5 Uses multiple representations and explanations of disciplinary concepts that capture key ideas	2.1.1 Promotes the development of 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; 2.1.2 Designs learning experiences that take account of the key concepts, principles and theories, including those outlined in the curriculum framework 2.1.3 Makes effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding 2.1.4 Evaluates teaching resources and curriculum materials for their completeness, accuracy and	2.1.1. Articulates a rationale for the teaching strategy selected to meet the specific learning needs of an individual or group of students 2.1.2 Identify strategies to create learning experiences that make subject matter meaningful for students, 2.1.3. Implements processes to gauge the ongoing effectiveness of the teaching strategy in meeting student learning needs 2.1.4 uses evaluation strategies to determine the effectiveness of teaching strategies in addressing specific learning needs 2.1.5 Gathers and analyses information from a variety of sources	2.1.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies 2.1.2 Demonstrates exemplary teaching of subjects using effective, research-based learning and teaching programs. 2.1.3 Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs 2.1.4 Design evaluation strategies to determine the effectiveness of teaching strategies in addressing specific learning needs 2.1.5 Leads colleagues to establishes and communicates explicit

	2.1.6 Uses teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts	usefulness for representing particular ideas and concepts 2.1.5 Uses effective communication strategies to convey ideas (such as using vocabulary appropriate to students age and interests), ask questions and stimulate discussions	to judge the effectiveness of teaching strategies in meeting specific learning needs 2.1.6 Analyses information collected from various sources to determine specific learning needs 2.1.7 Recommends modifications or enhancements to teaching strategies based on findings of evaluation processes 2.1.8 Supports colleagues to implement a learning strategy that responds to the learning needs of an individual or a group of students	expectations for student learning and provides clear directions and instructions to students to support their engagement with learning experience
2.2 Know content selection and organization	2.2.1 Structures learning experiences to ensure students have a sense of	2.2.1 structures learning experiences, encouraging students to learn from their peers and from other	2.2.1 Exhibit innovative practice in the selection and organization of content and delivery	2.2.1 Lead initiatives that utilize comprehensive content knowledge to improve the selection and sequencing of

n	purpose 2.2.2 Organizes, allocates and manages time, materials and physical space to support learning	members of the school community	of learning and teaching programs	content into coherently organized learning and teaching programs.
2.3. Use curriculum, assessment and reporting	2.3.1 Understands and uses the structure of the curriculum framework 2.3.2 Use assessment and reporting knowledge to identify the content appropriate to students' level of understanding 2.3.3 Identifies major disciplines underpinning each of the learning areas 2.3.4 Explains how learning areas are interconnected and how they link to overarching outcomes 2.3.5 Demonstrates sound knowledge of key concepts and	2.3.1 identifies information required to support the improvement of curriculum materials 2.3.2 collects, analyses and presents information to support the improvement of curriculum materials 2.3.3 disseminates information related to the improvement of curriculum materials 2.3.4 develops a plan to facilitate effective implementation of the curriculum 2.3.5 establishes and implements systems to monitor the effectiveness of the curriculum 2.3.6 encourages members of the school	2.3.1 Identifies and analyses sources of information related to contemporary educational issues, trends and research that might influence curriculum implementation 2.3.2 Analyses the school's goals and strategic plan to establish direction for curriculum implementation 2.3.3 Consults with colleagues and members of the school community to confirm proposed directions for curriculum implementation 2.3.4 Articulates and applies knowledge	2.3.1 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements 2.3.2 Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements 2.3.3 Promotes and leads

	processes of learning associated with relevant learning areas 2.3.6 Articulates core values, learning and assessment principles underpinning the curriculum 2.3.7 Gathers classroom-based data and information required to support curriculum revision 2.3.8 Adjusts classroom practices as required to ensure consistency with curriculum and program initiatives 2.3.9 Identifies relevant curriculum support documents 2.3.10 Uses understanding of curriculum processes and learning theory to support contributions to team discussions 2.3.11 Cooperates with team members in	community to provide feedback on the effectiveness of the curriculum implementation 2.3.7 establishes a process for reviewing a curriculum materials a recommendations on modifications or enhancements of curriculum to the curriculum designers 2.3.8 Participates in the preparation of plans to evaluate the effectiveness of curriculum policy or other programs using a variety of information sources 2.3.9 Recommends modifications or enhancements to curriculum implementation and/or revision based on the findings of evaluation processes.	of research to the implementation of curriculum 2.3.5 Communicates the developed plan to facilitate the effective implementation of curriculum 2.3.6 Ensures the involvement of all students in the improvement of curriculum materials 2.3.7 Responds to curriculum issues, problems and concerns identified through monitoring processes 2.3.8 Provides individual assistance to teachers involved in the implementation of a curriculum.	colleagues to the effective implementation of curriculum 2.3.4 Contributes to the effective functioning of professional teams by initiating and facilitating the ownership of team and school processes on the effectiveness of curriculum and assessment implementation. 2.3.5 Considers both the intended and unintended outcomes of a curriculum or other program's implementation
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	order to formulate team responses to curriculum issues while respecting the views of others 2.3.12 Seeks further information and support from team members to clarify identified tasks			
2.4. Know literacy and numeracy strategies	2.4.1. Uses literacy and numeracy teaching strategies and their application in teaching areas 2.4.2 Uses literacy skills in all content areas and helps students construct meaning and make sense of the world through reading, writing, listening, speaking and viewing. 2.4.3 Uses concepts inherent in numeracy and helps students represent physical events, work with data and reasons to communicate mathematically, and make connection with in their	2.4.1 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	2.4.1 Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	2.4.1 Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.

	respective content areas in order to solve problems			
2.5. Use information and Communication Technology (ICT)	2.5.1. Uses a range of instructional resources and ICT within and across student learning experiences 2.5.2. Encourages students to select and use appropriate instructional resources and ICT to enhance their thinking and to further their conceptual understanding 2.5.3. Checks students have equitable access to ICT	2.5.1 Implements learning experiences that use ICT to support the attainment of planned learning outcomes 2.5.2 Provides opportunities for students to use ICT for a variety of purposes: for example, to support inquiry, advance communication, extend access to resources and encourage expression of ideas 2.5.3 Manages access to ICT resources that is inclusive of all students and facilitates the achievement of outcomes 2.5.4 Adjusts use of ICT to be inclusive of students' learning styles and needs.	2.5.1 Creates ICT enriched, authentic, multidisciplinary learning activities 2.5.2 Facilitates students' access to ICT to meet their learning needs	2.5.1 Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students 2.5.2 Consults colleagues to search appropriate ICT that fits their learning experiences

VARIABLES	RANGE
<i>learning and assessment principles</i>	✓ emphasises the interactions between learning and manageable assessment strategies that promote learning ✓ clearly expresses for the student and teacher the goals of the learning activity ✓ reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark ✓ provides ways for students to use feedback from assessment ✓ helps students take responsibility for their own learning ✓ inclusive of all learners

EVIDENCE GUIDE				
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
Critical aspect	✓ Links key concepts, principles and theories across the curriculum and to life applications ✓ Possesses knowledge of curriculum materials and resources in designing learning experiences ✓ possesses an understanding of human development and learning theory to the design of learning experiences ✓ Engages students in formulating and testing hypotheses according to	✓ Promotes the development of 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; ✓ Designs learning	✓ Articulates a rationale for the teaching strategy selected to meet the specific learning needs of an individual or group of students ✓ Identify strategies to create learning experiences that make subject matter meaningful for students, ✓ Gathers and analyses information from a variety of sources to	✓ Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies ✓ Demonstrates exemplary teaching of subjects using effective, research-based learning and teaching programs. ✓ Support colleagues using current and comprehensive knowledge of content and teaching strategies

	the methods of inquiry and standards of evidence within the discipline; ✓ Uses teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts ✓ Organizes, allocates and manages time, materials and physical space to support learning ✓ Use assessment and reporting knowledge to identify the content appropriate to students' level of understanding ✓ Explains how learning areas are interconnected and how they link to overarching outcomes ✓ Articulates core values, learning and assessment principles underpinning the curriculum ✓ Gathers classroom-based data and information required to support curriculum revision ✓ Cooperates with team members in order to formulate team responses to curriculum issues while respecting the views of	experiences that take account of the key concepts, principles and theories, including those outlined in the curriculum framework ✓ Evaluates teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts ✓ Uses effective communication strategies to convey ideas (such as using vocabulary appropriate to students age and interests), ask questions and stimulate discussions ✓ structures learning experiences, encouraging students to learn from their peers	judge the effectiveness of teaching strategies in meeting specific learning needs ✓ Exhibit innovative practice in the selection and organization of content and delivery of learning and teaching programs ✓ Analyses the school's goals and strategic plan to establish direction for curriculum implementation ✓ Articulates and applies knowledge of research to the implementation of curriculum ✓ Ensures the involvement of all students in the improvement of curriculum materials ✓ Responds to curriculum issues, problems and concerns identified through monitoring processes ✓ Provides individual assistance to teachers involved in the implementation of a curriculum. ✓ Support colleagues to	to develop and implement engaging learning and teaching programs ✓ Signs evaluation strategies to determine the effectiveness of teaching strategies in addressing specific learning needs ✓ Leads colleagues to establishes and communicates explicit expectations for student learning and provides clear directions and instructions to students to support their engagement with learning experience ✓ Lead initiatives that utilize comprehensive content knowledge to improve the selection and sequencing of content into coherently organized learning and teaching programs ✓ Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum,
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	others ✓ Uses literacy and numeracy teaching strategies and their application in teaching areas ✓ Uses a range of instructional resources and ICT within and across student learning experiences	and from other members of the school community ✓ Identifies, collects, analyses and presents information to support the improvement of curriculum materials ✓ Recommends modifications or enhancements to curriculum implementation or other programs based on the findings of evaluation processes. ✓ Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement ✓ Implements learning experiences that use ICT to support the attainment of planned learning	implement effective teaching strategies to improve students' literacy and numeracy achievement ✓ Creates ICT enriched, authentic, multidisciplinary learning activities	assessment and reporting requirements. ✓ Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements. ✓ Considers both the intended and unintended outcomes of a curriculum or other program's implementation ✓ Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data. ✓ Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning
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		outcomes ✓ Adjusts use of ICT to be inclusive of students' learning styles and needs.		opportunities and content knowledge for all students
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Underpinning Knowledge	Demonstrate knowledge of: ✓ Understanding the concepts, substance and structure of the content and teaching strategies of the teaching area. ✓ Organizing content into an effective learning and teaching sequence ✓ Using curriculum, assessment and reporting knowledge to design learning sequences and lesson plans ✓ Knowing and understanding literacy and numeracy teaching strategies and their application in teaching areas ✓ Implementing teaching strategies for using ICT to expand curriculum learning	Demonstrate knowledge of: ✓ Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities ✓ Organize content into coherent, well-sequenced learning and teaching programs ✓ Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. ✓ Apply knowledge and understanding of effective teaching strategies	Demonstrate knowledge of: ✓ Supporting colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs ✓ Exhibiting innovative practice in the selection and organization of content and delivery of learning and teaching programs ✓ Supporting colleagues to plan and implement learning and teaching programs using contemporary knowledge and	Demonstrate knowledge of: ✓ Leading initiatives within the school to evaluate and improve knowledge of content and teaching strategies ✓ Leading initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content ✓ Leading colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements ✓ Monitoring and evaluating the
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		to support students' literacy and numeracy achievement Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	understanding of curriculum, assessment and reporting requirements. ✓ Supporting colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement. ✓ Modeling high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful	implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy ✓ Leading and supporting colleagues within the school to select and use ICT
Underpinning Skill	Demonstrate skills in: ✓ Promoting the development of critical and creative thinking ✓ Problem-solving and decision-making ✓ Selecting and using instructional resources and ICT ✓ Managing teaching	Demonstrate skills in: ✓ Using teaching strategies ✓ Designs learning experiences ✓ Supporting the development of curriculum policy or other programs	Demonstrate skills in: ✓ Using evaluation strategies to determine the effectiveness of teaching strategies ✓ Gathering and analyses information from a	Demonstrate skills in: ✓ Recommending modifications or enhancements to teaching strategies based on findings of evaluation processes ✓ Exhibiting innovative practice in the selection and organization of

	and learning processes ✓ Implementing and Evaluating teaching resources and curriculum materials	✓ Supporting the implementation and monitoring of curriculum policy or other programs ✓ Supporting the review of curriculum policy or other programs	variety of information sources to judge the effectiveness of teaching strategies ✓ Designing appropriate learning strategies to achieve learning goals ✓ Implementing a learning strategy ✓ Establishing and communicates explicit expectations for student learning ✓ Identifying and analyses sources of information related to contemporary educational issues, trends and research that might influence curriculum policy implementation ✓ Creating ICT enriched, authentic, multidisciplinary learning activities	content and delivery of learning and teaching programs. ✓ Designing and implementing strategy that helps students to learn by themselves ✓ Facilitating a dialogue between colleagues on the learning theories - Supporting colleagues to plan and implement learning and teaching programs
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Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher's reflection Interview / Oral Questioning :Portfolio; written test
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.

PROFESSIONAL PRACTICE

STANDARD 3	PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING			
STANDARD CODE	G003	P003	H003	L002
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to plan for engaging their students in sequences of purposeful and appropriate learning experiences to promote their learning informed by secure subject knowledge.</i>	<i>This unit describes knowledge of planning for progression across the age and ability range they teach, designing effective learning sequences within the lesson and across series of lessons informed by secure subject knowledge.</i>	<i>This unit describes the knowledge of teachers to identify and explore links within and between subjects / curriculum areas in their planning.</i>	<i>This unit describes the knowledge of teachers to take a lead in planning collaboratively with colleagues in order to promote effective practice</i>

ELEMENT	PERFORMANCE CRITERIA			
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
3.1 Establish challenging learning goals	3.1.1 Establishes and clearly communicates high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities	3.1.2 Models a belief that all students can learn and persist in efforts to help all students achieve 3.1.3 Set specific challenging expectations for each individual student and each learning activity	3.1.1 Develops a culture of high expectations for all students by modeling and setting challenging learning goals 3.1.2 Develops a sense of ability to influence students' progress persist in seeking approaches for students who have difficulty in learning	3.1.1 Demonstrates exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. 3.1.2 Creates challenging expectations for their students and assist colleagues in their

				school and woreda in setting high expectations for all students
3.2 Plan, structure and sequence learning programs	3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.2.2 Plans and conducts monitoring and assessment activities in accordance with national, woreda/sub city and school schedule	3.2.1 plans frequent collaborative learning experiences that value students as partners in learning and builds upon the knowledge, personal experiences, language and culture that students bring to the learning situation	3.2.1. Work with colleagues to plan, evaluate and modify learning and teaching programs to create conducive / productive learning environments that engage all students. 3.2.2. Plan to address a variety of learning styles that encourages students to pursue their own interests	3.2.1 Exhibit exemplary practice and lead colleagues to plan implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.

			and inquiries.	
3.3 Use teaching strategies	3.3.1 Demonstrate understanding of how student's conceptual frame works and common misconceptions can influence learning	3.3.1 Engages students in generating knowledge and testing hypothesis according to the methods of inquiry used in the content area	3.3.1 Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	3.3.1 Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking 3.3.2. Creates a secure team environment in which members are encouraged to take risks and seek challenge

				s
3.4 Select, prepare and use resources	3.4.1 Uses materials that support their instructional goals and meet students' needs 3.4.2 Uses technology that is appropriate to their disciplines effectively	3.4.1 Supports students in their use of technology effectively 3.4.2 Assists colleagues to locate resources for classroom use 3.4.3 Uses community resources to formulate options for addressing the specific learning needs of an individual or group of students	3.4.1 Assists colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning 3.4.2 Recognizes school members' strengths and interests and, where possible, incorporates them into work	3.4.1 Models exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school. 3.4.2 Liaises with members of the school's executive to ensure the provision of adequate resources to facilitate effective implementation

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3.5 Use effective classroom communication	3.5.1 Communicates clearly and effectively to support students learning	3.5.1 Exemplifies clear and effective communication by using clear and correct spoken and written language.	3.5.1 Assists colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement. 3.5.2 Motivates and creates an	3.5.1 Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement

			environment of consultation and collaboration that facilitates participation in the development and ownership of school processes	nt and achievement
3.6 Evaluate and improve teaching and learning programs	3.6.1 Demonstrates broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	3.6.1 Evaluates personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning	3.6.1. Works with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and school practices 3.6.2 Establishes	3.6.1 Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents , teaching practices and

			coherent links between intended learning outcomes, learning experiences and forms of assessment	feedback from parents/care givers, students and colleagues
3.7 Engage parents/care givers in the educative process	3.7.1 Describes a broad range of strategies for involving parents/care givers in the educative process	3.7.1 Involves community members in classroom activities, as appropriate	3.7.1 Works with colleagues to provide appropriate and contextually relevant opportunities for parents/care givers to be involved in their children's learning	3.7.1 Initiate contextually relevant processes to establish programs that involve parents/care givers in the education of their children and broader school priorities and activities

VARIABLES	RANGE
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<i>Use teaching strategies</i>	May include but not limited to: ✓ Design coherent instruction ✓ Learning activities ✓ Instructional material and resources ✓ Instructional groups ✓ Lesson and unit structure
<i>challenging learning goals</i>	May include but not limited to: ✓ Value, sequence and alignment ✓ Clarity ✓ Balance ✓ Suitability for diverse learners
<i>Select and use resources</i>	May include but not limited to: ✓ Resources for the class room use ✓ Resources to extend content knowledge ✓ Resources for students
<i>Use effective class room communication</i>	May include but not limited to: ✓ Expectation for learning ✓ Direction and procedures ✓ Explanation of content ✓ Use of oral and written language
<i>Effective communication</i>	✓ a two-way process -sending the right message that is also being correctly received and understood by the other person/s; ✓ Aspects of the visual, auditory and kinesthetic language to appeal to all learners.
<i>Community-resources</i>	Refers to ✓ the systemic integration of resources to the schools activities obtained from the community. It includes; Finance, material goods and other support services.

EVIDENCE GUIDE				
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD

Critical aspects of competence	✓ Establishes and clearly communicates high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities ✓ Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. ✓ Plans and conducts monitoring and assessment activities in accordance with national, wereda/subcity and school schedule ✓ Demonstrate understanding of how student's conceptual frame works and common misconceptions can influence learning ✓ Uses materials that support their instructional goals	✓ Models a belief that all students can learn and persist in efforts to help all students achieve ✓ Set specific challenging expectations for each individual student and each learning activity ✓ Plans frequent collaborative learning experiences that value students as partners in learning and builds upon the knowledge, personal experiences, language and culture that students bring to the learning situation ✓ Engages students in generating knowledge and testing hypothesis according to the methods of inquiry used in the content area ✓ Supports students in their use of technology effectively ✓ Uses community resources to formulate options for addressing the specific learning needs of an individual	✓ Develops a culture of high expectations for all students by modeling and setting challenging learning goals ✓ Develops a sense of ability to influence students' progress persist in seeking approaches for students who have difficulty in learning ✓ Work with colleagues to plan, evaluate and modify learning and teaching programs to create conducive / productive learning environments that engage all students. ✓ Plan to address a variety of learning styles that encourages students to pursue their own interests and inquiries. ✓ Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking ✓ Assists colleagues to	✓ Demonstrates exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. ✓ Creates challenging expectations for their students and assist colleagues in their school and woredas in setting high expectations for all students ✓ Exhibit exemplary practice and lead colleagues to plan implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills. ✓ Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking ✓ Creates a secure team environment in which members are encouraged to take risks and seek challenges ✓ Models exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within
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	and meet students' needs ✓ Uses technology that is appropriate to their disciplines effectively ✓ Communicates clearly and effectively to support students learning ✓ Demonstrates broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning ✓ Describes a broad range of strategies for involving parents/care givers in the educative process	or group of students ✓ Exemplifies clear and effective communication by using clear and correct spoken and written language ✓ Evaluates personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning ✓ Involves community members in classroom activities, as appropriate	create, select and use a wide range of resources, including ICT, to engage students in their learning ✓ Recognizes school members' strengths and interests and, where possible, incorporates them into work ✓ Motivates and creates an environment of consultation and collaboration that facilitates participation in the development and ownership of school processes ✓ Works with colleagues to provide appropriate and contextually relevant opportunities for parents/ care givers to be involved in their children's learning	or beyond the school. ✓ Liaises with members of the school's executive to ensure the provision of adequate resources to facilitate effective implementation ✓ Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement ✓ Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/care givers, students and colleagues ✓ Initiate contextually relevant processes to establish programs that involve parents/ care givers in the education of their children and broader school priorities and activities
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Underpinning Knowledge	Demonstrate knowledge of:	Demonstrate knowledge of: ✓ Using teaching strategies	Demonstrate knowledge of: ✓ Developing a	Demonstrate knowledge of: ✓ Demonstrating
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	✓ Setting learning goals that provide achievable challenges for students of varying abilities and characteristics ✓ Planning lesson sequences using knowledge of student learning, content and effective teaching strategies. ✓ Including a range of teaching strategies ✓ Displaying a range of verbal and non-verbal communication strategies to support student engagement ✓ Displaying a range of resources, including ICT, that engage students in their learning. ✓ Describing broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning ✓ Describing a broad range of strategies for involving parents/ caregivers in the educative	based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning ✓ Structure teaching programs using research and collegial advice about how students learn ✓ Designing and implementing teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ Developing teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities ✓ Designing and implementing teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements	culture of high expectations for all students ✓ Working with colleagues to plan, evaluate and modify learning and teaching programs ✓ Support colleagues to select and apply effective teaching strategies ✓ Assisting colleagues to create, select and use a wide range of resources ✓ Assisting colleagues to select a wide range of verbal and non-verbal communication strategies ✓ Working with colleagues to review current teaching and learning programs ✓ Working with colleagues to provide appropriate and	exemplary practice and high expectations and lead colleagues ✓ Working with colleagues to review, modify and expand their repertoire of teaching strategies ✓ Demonstrating and lead by example inclusive verbal and non-verbal communication ✓ Conducting regular reviews of teaching and learning programs
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	process		contextually relevant opportunities for parents/ caregivers	
Underpinning Skill	Demonstrate skills in: ✓ Planning lesson sequences using knowledge of student learning, content and effective teaching strategies. ✓ understanding of student's conceptual frame works and common misconceptions ✓ Using materials and that support their instructional goals and meet students' needs ✓ Communicating clearly and effectively ✓ Describing a broad range of strategies for involving parents/care givers in the educative process	Demonstrate skills in: ✓ Fostering the development of independence in student learning ✓ Providing learning experiences that promote problem solving, critical thinking, enquiry and creativity ✓ Initiating appropriate and purposeful opportunities for students to work collaboratively ✓ Integrating use of ICT to enhance student learning	Demonstrate skills in: ✓ Setting specific challenging expectations ✓ Identifying strategies to create learning experiences ✓ Addressing a variety of learning styles, ✓ Encouraging students to pursue their own interests and inquiries ✓ Assisting colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning ✓ Working with colleagues to review current teaching and learning programs ✓ Establishing coherent links	Demonstrate skills in: ✓ Exhibiting exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs

			between intended learning outcomes, learning experiences and forms of assessment	
Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher's reflection Interview / Oral Questioning :Portfolio; written test			
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.			

PROFESSIONAL PRACTICE

STANDARD 4	CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS			
STANDARD CODE	G00 4	P004	H004	L004
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to use the current legal requirements concerning the safeguarding of learners, and manage learner's behavior constructively.</i>	<i>This unit describes the required knowledge of teachers to create safe learning environment, and use of range of behavior management techniques and strategies.</i>	<i>This unit describes the required knowledge of teachers to identify and use opportunities to personalize</i>	<i>This unit describes the required knowledge of teachers to establish a purposeful and safe learning environment</i>

			<i>and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.</i>	<i>which complies with current legal requirements, national policies and guidance and safeguarding and well being of learners .</i>
ELEMENT	PERFORMANCE CRITERIA			
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
4.1 Support student participation	4.1.1 Demonstrates respect and caring in their interactions with all students 4.1.2 Develops and teach expectations for respectful interactions among students	4.1.1 Uses strategies to promote positive relationships, cooperation and collaboration among students. 4.1.2 Establishes methods for	4.1.1 Models effective practice and support colleagues to implement inclusive strategies that engage and	4.1.1 Demonstrate and lead by example the development

	4.1.3 Fosters student enthusiasm for and curiosity about the discipline.	recognition of students and relate the recognition to specific student achievement, either individually or in groups 4.1.3 Seeks out and are receptive to the thoughts and opinions of all students 4.2.1 involves students in classroom decision-making processes	support all students 4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities. 4.1.3 Encourage self-directed learning by teaching students to outline tasks and timelines 4.1.4 Vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs.	t of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students 4.1.2 Model expectations and behaviors that create a positive school and woreda/kebele climate of openness, respect and caring. 4.1.3 Work with other educators to support the design of
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				independent learning experiences for students
4.2 Manage classroom activities	4.2.1 Uses flexible learning situations, such as independent, small group and whole class. 4.2.2 uses guidelines for and model cooperative learning 4.2.3 Facilitates student ownership of classroom procedures 4.2.4 Begins class purposefully, with assignments, activities, materials and supplies ready for students when they arrive	4.2.2 Offers students opportunities for independent practice with and reflection on new concepts and skills 4.2.3 Manages transition between learning activities and use instructional time effectively	4.2.1 Models and shares with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities 4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. 4.2.3 Combines independent, collaborative and whole-class learning situations effectively to maximize student understanding and learning. 4.2.4 Conducts periodic reviews of classroom routines and revise them as needed	4.2.1 Initiates strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning 4.2.3 Model and assist other teachers in implementing a variety of learning situations in their classrooms.. 4.2.4 Influence the establishment of school regulation to maximize the amount of class time spent on learning.

4.3 Manage challenging behavior	4.3.1 Clarifies school rules and regulation for all students 4.3.2 Encourages students to assume responsibility for their behavior	4.3.1 Uses a variety of effective classroom management techniques 4.3.2 Establishes and maintains a classroom environment which has clear, consistent expectations for standards of behavior	4.3.1 Develop and share with colleagues a flexible repertoire of behavior management strategies using expert knowledge and workplace experience 4.3.2 Establishes and negotiates clear expectations with students and address discipline issues promptly, fairly and respectfully. 4.3.3 Anticipates and responds to the behavior of students consistently, effectively and respectfully.	4.3.1 Lead and implement behavior management initiatives to assist colleagues to broaden their range of strategies 4.3.2 Create classrooms in which students take active roles in maintaining and enriching environment that is conducive for learning 4.3.3 .Makes decisions and adjustments that support positive

				behavior that enhance social behavior and increase student motivation and engagement in productive work to learning.
4.4 Maintain student safety	4.4.1 provide a safe learning environment that accommodates all students	4.4.1 Converts physical space to facilitate instruction.	4.4.1 Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety	4.4.1 Evaluate the effectiveness of student well-being and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices
4.5 Use ICT safely, responsibly and ethically	4.5.1 Demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of	4.5.1 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	4.5.1 Model and support colleagues to develop, strategies to promote the safe, responsible	4.5.1 Review or implement new policies and strategies to ensure the safe,

	ICT in learning and teaching		and ethical use of ICT in learning and teaching	responsible and ethical use of ICT in learning teaching
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VARIABLES	RANGE
<i>Managing challenging Behavior</i>	May include but not limited to: ✓ Expectations (standards of conduct appear to have been established) ✓ Monitoring of students behavior (teacher is generally aware of students behavior) ✓ Response to students misbehavior (teacher attempts to respond to students behavior)
<i>Managing class room activities</i>	✓ Management of instructional groups ✓ Management of transitions (only some transitions) ✓ Management of materials and supplies ✓ Performance of non instructional duties
<i>independent learning experiences for students</i>	such as ✓ service-learning activities and cooperative learning groups
<i>service-learning</i>	May include but not limited to: ✓ Involving students in activities that address local needs while developing their academic skills and commitment to their community. ✓ Using teaching method that combines giving service to the community with classroom curriculum. ✓ providing a context for talking about learning in terms of not only what students know but also what they are able to do for the community. ✓ Teaching and encouraging students about the role they can play in their community
<i>cooperative</i>	✓ an approach to organizing classroom activities into academic and social learning experiences.

learning approach	✓ It differs from group work, and it has been described as "structuring positive interdependence. ✓ Students must work in groups to complete tasks collectively toward academic goals. ✓ Unlike individual learning, which can be competitive in nature, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. ✓ Everyone succeeds when the group succeeds.
school and woreda/kebele climate	May include but not limited to: Contribution to:- ✓ the operations of the school and the care of the physical environment. ✓ quality of interpersonal relationships between and among students, teachers, and staff; ✓ Equitable and fair treatment of students by teachers and staff; ✓ Monitoring student progress and promptly reporting results to students and parents.
Learning Environment	Involves: ✓ raising students self esteem ✓ clear, consistent and fair discipline ✓ immediate, direct and positive student feedback ✓ conveying trust in students and setting standards mature behavior ✓ an orderly atmosphere ✓ an attractive and challenging working environment

EVIDENCE GUIDE

	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
Critical aspects of competence	✓ Demonstrates respect and caring in their interactions	✓ Use strategies to promote positive relationships,	✓ Model effective practice and support colleagues to implement inclusive	✓ Demonstrate and lead by example the development of productive and inclusive

	with all students ✓ Develop and teach expectations for respectful interactions among students ✓ Foster student enthusiasm for and curiosity about the discipline. ✓ Use flexible learning situations, such as independent, small group and whole class. ✓ Develop guidelines for and model cooperative learning ✓ Begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive ✓ Clarifies standards of conduct for all students ✓ Encourages students to assume responsibility for their behavior ✓ provide a safe learning environment that	cooperation and collaboration among students. ✓ Establish methods for recognition of students and relate the recognition to specific student achievement, either individually or in groups ✓ Seek out and are receptive to the thoughts and opinions of all students ✓ Offers students opportunities for independent practice with and reflection on new concepts and skills ✓ Involves students in classroom decision-making processes ✓ Manage transition between learning activities and use instructional time effectively ✓ Uses a variety of effective classroom management techniques ✓ Converts physical space to facilitate instruction. ✓ Incorporate	strategies that engage and support all students ✓ Establish and implement inclusive and positive interactions to engage and support all students in classroom activities. ✓ Encourage self-directed learning by teaching students to outline tasks and timelines ✓ Vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs. ✓ Models and shares with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities ✓ Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks ✓ Combines independent,	learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all student ✓ Model expectations and behaviors that create a positive school and district climate of openness, respect and caring. ✓ Work with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups. ✓ Initiates strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning ✓ Model and assist other teachers in implementing a variety of learning situations in their classrooms.. ✓ Influence the establishment of school regulation to maximize the amount of class time spent on learning. ✓ Lead and implement behavior management initiatives to assist colleagues to broaden their range of strategies
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	accommodates all students ✓ Demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	collaborative and whole-class learning situations effectively to maximize student understanding and learning. ✓ Develop and share with colleagues a flexible repertoire of behavior management strategies using expert knowledge and workplace ✓ Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety ✓ Model and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching	✓ Create classrooms in which students take active roles in maintaining and enriching environment that is conducive for learning ✓ . Evaluate the effectiveness of student well-being and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices ✓ Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning teaching
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Underpinning Knowledge	Demonstrate knowledge of: ✓ Identifying strategies to support inclusive student participation and	Demonstrate knowledge and attitude of: ✓ Apply knowledge of the content and teaching strategies of the teaching area to develop engaging	Demonstrate knowledge of: ✓ Modeling effective practice and support colleagues to	Demonstrate knowledge of: ✓ Demonstrating and lead by example the development of productive and inclusive learning
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	engagement in classroom activities. ✓ Demonstrating the capacity to organize classroom activities and provide clear direction ✓ Demonstrating knowledge of practical approaches to manage challenging behavior ✓ Describing strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements ✓ Demonstrating an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	teaching activities ✓ Organize content into coherent, well-sequenced learning and teaching programs ✓ Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. ✓ Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement - Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	implement inclusive strategies that engage and support all students ✓ Modeling and sharing with colleagues a flexible repertoire of strategies ✓ Developing and sharing with colleagues a flexible repertoire of behavior management strategies ✓ Initiating and taking responsibility for implementing current school and/or system, curriculum and legislative requirements	environments across the school by reviewing inclusive strategies and exploring new approaches ✓ Initiating strategies and lead colleagues to implement effective classroom management ✓ Leading and implementing behavior management initiatives ✓ Evaluating the effectiveness of student well-being policies and safe working practices ✓ Reviewing or implementing new policies and strategies
Underpinning Skill	Demonstrate skills in: ✓ Maintaining a learning community; ✓ Creating a safe and secure classroom climate for all students;	Demonstrate skills in: ✓ Using various types of teaching strategies ✓ Designs learning experiences ✓ Supporting the development of curriculum policy or	Demonstrate skills in: ✓ Establishing and implement inclusive and positive interactions ✓ Varying their roles in the	Demonstrate skills in: ✓ Modeling expectations and behaviors that create a positive school and district climate of openness, respect and caring. ✓ Creating environments

	✓ Creating a positive classroom climate; ✓ Establishing and maintaining appropriate standards of behavior; ✓ Using instructional time effectively; ✓ Preparing students for and monitor independent and group work	- other programs ✓ Supporting the implementation and monitoring of curriculum policy or other programs ✓ Supporting the review of curriculum policy or other programs	- instructional process ✓ Employing cooperative learning activities ✓ Managing challenging behavior ✓ Consistently, effectively and respectfully anticipating and responding to the behavior of students. ✓ Making decisions and adjustments that support positive behavior. ✓ Conducting periodic reviews of classroom routines and revise them as needed	- where students initiate purposeful learning groups and take responsibility ✓ Modeling and assisting other teachers in implementing a variety of learning situations in their classrooms.. ✓ Creating classrooms in which students take active roles
Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher's reflection Interview / Oral Questioning :Portfolio; written test			
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.			

PROFESSIONAL PRACTICE

STANDARD 5	ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING			
STANDARD CODE	G00 5	P005	H005	L005

STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to depict how teachers monitor, assesses, record and report on student learning</i>	<i>This unit describes the required knowledge of teachers to apply comprehensive systems of assessment and reporting in relation to both individual and whole-school attainment of student learning outcomes</i>	<i>This unit describes the required knowledge of teachers to model innovation in the use of exemplary, highly responsive and inclusive assessment and reporting strategies that more effectively demonstrate student learning.</i>	<i>This unit describes the required knowledge of teachers to improve the effectiveness of assessment practice in the work place, including how to analyze statistical information .</i>
ELEMENT	PERFORMANCE CRITERIA			
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
5.1 Assess student learning	5.1.1 Encourages student self/peer monitoring and reflection where	5.1.1 Uses a range of assessment methods to collect evidence of student progress:	5.1.1 Develop and apply a comprehen	5.1.1 Evaluate school assessm

	appropriate 5.1.2 Relates assessment tasks to planned learning outcomes 5.1.3 Designs assessment tasks inclusive of all students, allowing students to demonstrate achievements in a variety of ways 5.1.4 Investigates barriers that inhibit students' demonstration of learning outcomes 5.1.5 Uses valid and reliable assessment methods 5.1.6 Links assessment tasks to students' experiences both within and outside the classroom 5.1.7 Allows students adequate time to complete assessment tasks	5.1.2 Selects assessment methods that are reliable, practical, administratively convenient and cost effective for outcomes monitored 5.1.3 Examines differences in learning styles among individuals or groups of students to develop assessment and reporting strategies that are sensitive and responsive to individual learning needs 5.1.4 Applies a repertoire of and inclusive assessment and reporting strategies that consider needs across a range of ability and diversity factors: 5.1.5 Implements a range of planned, meaningful opportunities for students to demonstrate progress and achievement of outcomes 5.1.6 Constructs or modifies assessment tasks to suit students' known ways of thinking and demonstrating their learning	sive range of assessment strategies to diagnose learning needs, 5.1.2 Complies with curriculum requirements and support colleagues to evaluate the effectiveness of their approach to assessment. 5.1.3 Analyses existing assessment strategies to determine their appropriateness for an	ent policies and strategies to support colleagues using assessment data and a range of assessment strategies to diagnose learning needs 5.1.2 Models exemplary assessment strategies to colleagues so that they effectively demonstrate student learning
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			individual or a group of students 5.1.4 Negotiates explicit assessment criteria to ensure that students know what is expected in assessment activities. 5.1.5 Develops assessment tasks that promote connections between school knowledge and local context, including language and culture	outcome s. 5.1.3 Develops innovative assessment strategies
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5.2 Provide feedback to students on their learning	5.2.1 Provides students with clear and constructive feedback on performance within an appropriate time frame 5.2.2 Provides feedback to students on their progress in relation to learning outcomes	5.2.1 . Select from an effective range of strategies to provide targeted feedback based on informed and timely judgments of each student's current needs in order to progress learning	5.2.2 Provides formative & summative information to enhance student and teacher reflection in relation to learning and goal setting	5.2.1 Model exemplary practice and initiate programs to support colleagues in applying range of timely, effective and appropriate feedback strategies
5.3 Interpret student data	5.3.1 Includes the use of ICT enriched assessment tasks 5.3.2 Adheres to the principles of confidentiality	5.3.1 Apply comprehensive systems of assessment and reporting in relation to student attainment of learning outcomes 5.3.2 Supports the process of dialogue among colleagues to ensure common interpretations of student learning outcomes	5.3.1 Work with colleagues to use data from internal and external student assessment for evaluating learning and teaching, identifying interventions and modifying teaching	5.3.1 Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice

			practice.	
5.4 Make consistent and comparable judgments	5.4.1 Records student learning outcomes accurately and consistently 5.4.2 Undertakes interpretation and analysis of recorded evidence 5.4.3 Discusses observations and judgments with colleagues to verify interpretations of recorded evidence 5.4.4 Uses recorded evidence as a basis for estimating student attainment of learning outcomes	5.4.1 uses a range of methods for recording observations and judgments 5.4.2 Actively seeks to address biases and errors: 5.4.3 Uses evidence of achievement of learning outcomes to inform ongoing planning of learning experiences. 5.4.4 Demonstrates progress of student processes, products and performances	5.4.1 Verifies assessment interpretations with colleagues. 5.4.2 Gathers and analyses information from a variety of sources to judge the effectiveness of assessment practice 5.4.3 Collaborates with colleagues within and across schools to moderate their judgments based on a range of evidence collected over time and different contexts 5.4.4 Contributes to enhancing the consistency of teachers' judgments	5.4.1 Lead and evaluate moderation activities that ensure consistent and comparable judgments of students learning to meet curriculum and school or system requirement

			within the school Recommends to colleagues modifications or enhancements to assessment practices based on findings of review processes	
5.5 Report on student achievement	5.5.1 Provides detailed, accurate and informative written and oral reports on student progress, consistent with recorded assessment information 5.5.2 Uses reporting procedures that articulate with school policies 5.5.3 Modifies language to suit context and audience when reporting student achievement 5.5.4 Encourages ongoing constructive dialogue with parents and caregivers about student progress and achievement 5.5.5 Document and report assessment data	5.5.1 Reports student progress in relation to student learning outcomes 5.5.2 Reports student learning outcomes for a range of audiences, including students, parents, caregivers and administrators 5.5.3 Shares with colleagues strategies for monitoring, recording and reporting student learning outcomes 5.5.4 Accommodates different backgrounds of parents and other caregivers in school communities ensuring information about student performance can be understood	5.5.1 Work with colleagues to construct accurate, informative and timely reports to students and parents/ caregivers about student learning and achievement. 5.5.2 Provides timely, ongoing, comprehensive information on student progress and achievement in relation to outcomes to parents, caregivers, students and other	5.5.1 Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/care givers and colleagues

	accurately and ongoing student data to parents and professional staff		stakeholders 5.5.3 Uses formal and informal methods to report regularly and summative to parents, students and other stakeholders Reports student progress and achievement within a coordinated, whole-school approach.	
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VARIABLES	RANGE
Content Selection	In Ethiopian context, adjusting, transposing sub contents within a given content for mode of delivery purposes
diversity factors	May include but not limited ✓ gender, disability, race, ethnicity, religion, language and learning style
Assessment methods	May include but not limited to ✓ Written assignments, homework, class discussion, group projects, opportunities for student self-assessment, quizzes, exams, end-of-course portfolios,
biases and errors	May include but not limited to ✓ pre-judging, confusing effort with achievement, cultural stereotyping, 'halo' effect
principles of confidentiality	May include but not limited ✓ keeping information given by or about an individual in the course of a professional relationship secure

	and secret from others. ✓ central to the maintenance of trust between professional and service-user.
whole-school approach.	May include but not limited to ✓ leadership, management and managing change ✓ policy development ✓ learning and teaching, curriculum planning and resourcing ✓ school culture and environment ✓ giving children and young people a voice ✓ provision of support services for children and young people ✓ staff continuing professional development (CPD) needs, health and wellbeing ✓ partnerships with parents/care givers and local communities ✓ assessing, recording and reporting the achievement of children and young people.
Internal assessment	Refers to: ✓ designed, selected, and used by teachers according to the needs of students ✓ used to make decision about instruction and to report progress to parents
External assessment	Refers to: ✓ Designed, selected and controlled by other educators, woreda/subcity/region administrators, or state policy makers ✓ used as indicators of both the educational achievement of students and the quality of instructions in schools
Student learning outcomes	Refers to: ✓ statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project (outcomes are usually expressed as knowledge, skills, attitudes or values).

	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
Critical aspects of competence	✓ Relates assessment tasks to planned learning outcomes ✓ Designs assessment tasks inclusive of all students, allowing students to demonstrate achievements in a variety of ways ✓ Investigates barriers that inhibit students' demonstration of learning outcomes ✓ Uses valid and reliable assessment methods ✓ Provides students with clear and constructive feedback on performance within an appropriate time frame ✓ Records student learning outcomes accurately and consistently ✓ Discusses observations and judgments with colleagues to verify interpretations of	✓ Uses a range of assessment methods to collect evidence of student progress: ✓ Examines differences in learning styles among individuals or groups of students to develop assessment and reporting strategies that are sensitive and responsive to individual learning needs ✓ Applies a repertoire of and inclusive assessment and reporting strategies that consider needs across a range of ability and diversity factors: Implements a range of planned, meaningful opportunities for students to demonstrate progress and achievement of outcomes ✓ Provides feedback to students on their progress in relation to	✓ Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, ✓ Complies with curriculum requirements and support colleagues to evaluate the effectiveness of their approach to assessment. ✓ Analyses existing assessment strategies to determine their appropriateness for an individual or a group of students ✓ Develops assessment tasks that promote connections between school knowledge and local context, including language and culture ✓ Select from an effective range of strategies to provide targeted feedback based on informed and timely judgments of each student's current needs in order to	✓ Evaluates school assessment policies and strategies to support colleagues using assessment data and a range of assessment strategies to diagnose learning needs ✓ Models exemplary assessment strategies to colleagues so that they effectively demonstrate student learning outcomes. ✓ Develops innovative assessment strategies ✓ Model exemplary practice and initiate programs to support colleagues in applying range of timely, effective and appropriate feedback strategies ✓ Lead and evaluate moderation activities that ensure consistent and comparable judgments of students learning to meet curriculum and school or system requirement ✓ Provides expert leadership in moderation processes. ✓ Co-ordinates student performance and program evaluation using internal and external student assessment data to improve teaching practice ✓ Evaluate and revise reporting

	recorded evidence ✓ Uses recorded evidence as a basis for estimating student attainment of learning outcomes ✓ Includes the use of ICT enriched assessment tasks ✓ Provides detailed, accurate and informative written and oral reports on student progress, consistent with recorded assessment information ✓ Encourages ongoing constructive dialogue with parents and caregivers about student progress and achievement ✓ Document and report assessment data accurately and ongoing student data to parents and professional staff	learning outcomes ✓ Actively seeks to address biases and errors: for example, pre-judging, confusing effort with achievement, cultural stereotyping, 'halo' effect ✓ Uses evidence of achievement of learning outcomes to inform ongoing planning of learning experiences. ✓ Apply comprehensive systems of assessment and reporting in relation to student attainment of learning outcomes ✓ Shares with colleagues strategies for monitoring, recording and reporting student learning outcomes ✓ Accommodates different backgrounds of parents and other caregivers in school communities ensuring information about student performance can be understood	progress learning ✓ Provides formative information to enhance student and teacher reflection in relation to learning and goal setting ✓ Contributes to enhancing the consistency of teachers' judgments within the school ✓ Recommends to colleagues modifications or enhancements to assessment practices based on findings of review processes ✓ Work with colleagues to use data from internal and external student assessment for evaluating learning and teaching, identifying interventions and modifying teaching practice. ✓ Work with colleagues to construct accurate, informative and timely reports to students and parents/ care givers about student learning and achievement.	and accountability mechanisms in the school to meet the needs of students, parents/care givers and colleagues
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			✓ Provides timely, ongoing, comprehensive information on student progress and achievement in relation to outcomes to parents, caregivers, students and other stakeholders	
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Underpinning Knowledge	Demonstrate knowledge of: ✓ Displaying understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning ✓ Demonstrating an understanding of the purpose of providing timely and	Demonstrate knowledge of: ✓ Developing, selecting and using informal and formal, diagnostic, formative and summative assessment strategies to assess student learning ✓ Providing timely, effective and appropriate feedback to students about their achievement	Demonstrate knowledge of: ✓ Developing and applying a comprehensive range of assessment strategies to diagnose learning needs ✓ Selecting from an effective range of strategies to provide targeted	Demonstrate knowledge of: ✓ Evaluating school assessment policies and strategies to support colleagues ✓ Models exemplary assessment strategies to colleagues ✓ Leading and
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	appropriate feedback to students about their learning ✓ Demonstrating an understanding of assessment moderation and its application to support consistent and comparable judgments of student learning. ✓ Demonstrating the capacity to interpret student assessment data to evaluate student learning and modify teaching practice ✓ Demonstrating an understanding of a range of strategies for reporting to students	relative to their learning goals. ✓ Understanding and participating in assessment moderation activities to support consistent and comparable judgments of student learning. ✓ Using student assessment data to analysis and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice ✓ Reporting clearly, accurately and respectfully to	feedback ✓ Organizing assessment moderation activities that support consistent and comparable judgments of students learning ✓ Working with colleagues to use data from internal and external student assessment ✓ Working with colleagues to construct Accurate, informative and timely reports	evaluating moderation activities that ensure consistent and comparable judgments of students learning to meet curriculum and school or system requirement ✓ Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice ✓ Evaluating and
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	and parents/ caregivers and the purpose of keeping accurate and reliable records of student achievement	students and parents/care givers about student achievement, making use of accurate and reliable records.		revising reporting and accountability mechanisms in the school to meet the needs of students, parents/care givers and colleagues
Underpinning Skill	Demonstrate practices (Skills) to: ✓ monitor and assess student learning outcomes to provide the basis for ongoing ✓ record student learning outcomes ✓ report progress to parents and others responsible for the care of students	Demonstrate skills in: ✓ using a range of assessment methods to collect evidence of student progress ✓ selecting appropriate assessment methods for outcomes monitored ✓ choosing fair assessment methods ✓ uses assessment	Demonstrate skills in: ✓ developing and applying fair and inclusive practices in assessment and reporting ✓ developing and implementing a range of exemplary assessment strategies	Demonstrate skills in : ✓ Evaluating school assessment policies and strategies to support colleagues ✓ Models exemplary assessment strategies to

		methods that provide feedback to inform and guide instruction ✓ reporting student learning outcomes ✓ demonstrating progress of student processes, products and performances. ✓ Undertaking interpretation and analysis of recorded evidence. ✓ Applying comprehensive systems of assessment and reporting in relation to student attainment of learning outcomes	✓ reviewing the effectiveness of exemplary assessment strategy ✓ making consistent judgments on student progress and achievement based on a range of evidence ✓ sharing knowledge and experience of using exemplary assessment strategies with colleagues ✓ providing comprehensive, relevant	colleagues ✓ Leading and evaluating moderation activities that ensure consistent and comparable judgments of students learning to meet curriculum and school or system requirement ✓ Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice
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			information to students, parents and other caregivers and the wider community	✓ Evaluating and revising reporting and accountability mechanisms in the school to meet the needs of students, parents/care givers and colleagues
Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher's reflection Interview / Oral Questioning :Portfolio; written test			
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.			

PROFESSIONAL ENGAGEMENT

STANDARD 6	ENGAGE IN PROFESSIONAL LEARNING			
STANDARD CODE	G006	P006	H006	L006
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to describe how</i>	<i>This unit describes the required knowledge of teacher's contribution</i>	<i>This unit describes the required knowledge of teachers to engage in critical</i>	<i>This unit describes the required</i>

	<i>teachers manage with their own professional learning and contribute to the professional learning of their colleagues.</i>	<i>to the development of a learning community.</i>	<i>self reflection in teaching practice and teacher leadership and promote the development of a learning community.</i>	<i>knowledge of teachers to contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback</i>
ELEMENT	PERFORMANCE CRITERIA			
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
6.1Identify	6.1.1 Establishes goals for his	6.1.1 Assists colleagues	6.1.1 Analyses the national	6.1.1 Use

and plan professional learning needs	or her own professional development	to determine and prioritize professional development needs	professional standards for teachers to plan personal professional development goals,	comprehensive knowledge of the national standards for teachers to plan and lead the improvement of professional learning modules and school programs that address the professional learning needs of colleagues and pre-service teachers
	6.1.2 Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs 6.1.3 Plan action, based on reflections, to promote own professional growth	6.1.2 Assists colleagues to plan and implement action strategies to respond to identified professional learning needs. 6.1.3 Reflects regularly on a wide range of actions and experiences to identify areas for ongoing professional growth 6.1.4 Identifies and explores professional learning needs and opportunities	6.1.2 Supports colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice 6.1.3 Works with colleagues in the planning, designing and application of professional learning opportunities catering for varying needs and interests of teachers 6.1.4 Plan for professional learning by accessing and critiquing relevant school based research	6.1.2 Models for the school community the process of identifying opportunities and challenges to enhance personal performance.
6.2 Engage in	6.2.1 Participates in	6.2.1 Engages in	6.2.1 Engages in high quality	6.2.1 Initiates

professional learning and improve practice	networking, workshops, conferences, seminars or courses and engages in professional reading	frequent critical reflection on professional experiences and practice 6.2.2 Participates regularly in professional learning linked to identified needs. 6.2.3 Modifies own professional approach based on reflections 6.2.4 Engages in School based research	targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable 6.2.2 Participates in a range of appropriate professional learning that enhances teaching and learning practice.	collaborative relationships to expand professional learning opportunities 6.2.2 Identifies, analyses and responds to contemporary educational issues, trends, research and system initiatives
6.3 Engage with colleagues and improve practice	6.3.1 Collaborates with other professionals to solve problems, generate new ideas, shape experiences and seek and provide feedback 6.3.2 Seeks and uses assistance from colleagues to address identified professional learning needs 6.3.3 Obtains feedback from a variety of sources to prompt reflection and action	6.3.1 Seeks feedback on own professional effectiveness from a variety of sources: 6.3.2 Engages in constructive dialogue about teaching and learning with colleagues 6.3.3 Assists colleagues to build and maintain professional relationships within the school	6.3.1 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students 6.3.2 Provides consistent feedback to others in relation to their self-development 6.3.3 Initiates conversation	6.3.1 Implementing professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to

	6.3.4 Engages in dialogue with colleagues in relation to professional issues 6.3.5 Uses effective communication processes to obtain and share information 6.3.6 Respects the various perspectives of others when addressing issues associated with teaching and learning and student care 6.3.7 Works with team members to prioritize tasks.	community 6.3.4 Responds constructively to questions, queries and concerns raised by colleagues 6.3.5 Shares planning, implementation, monitoring, assessment, recording and reporting strategies. 6.3.6 Encourages individuals to provide constructive feedback and support to other team members	related to teaching and learning issues with colleagues and other members of the school community 6.3.4 Articulates the school's goals, policies, procedures and routines for colleagues 6.3.5 Seeks and utilizes feedback actively and consistently from the school community to further develop professional practices 6.3.6 Provides team members with support and constructive feedback 6.3.7 Creates a secure team environment in which members are encouraged to take risks and seek challenges 6.3.8 Recognizes team members strengths and interests and, where possible, incorporates them into work assignments 6.3.9 Values, promotes and openly acknowledges the contributions of all team members 6.3.10 Encourages colleagues to develop innovative	improve the educational outcomes of students 6.3.2 Applies and shares acquired teaching and leadership skills gained through a variety of professional growth opportunities 6.3.3 Models innovative and/or exemplary teaching and learning strategies to colleagues 6.3.4 Evaluates the effectiveness of teacher professional learning activities to address student learning needs 6.3.5 Values the
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			teaching and learning strategies to more effectively meet the needs of individuals or groups of students.	contributions made by team members from all backgrounds 6.3.6 Works with team members to address individuals concerns and queries 6.3.7 Provides constructive feedback to others in relation to their self-development 6.3.8 Model effective verbal and nonverbal and media communication techniques and support positive changes in colleagues' communication abilities and style
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6.4 Apply professional learning and improve student learning	6.4.1 Identifies theories, concepts and ideas that underpin approaches to teaching and learning 6.4.2 Describes approaches to teaching and learning 6.4.3 Outlines implications for professional practice arising from approach described and used 6.4.4 Uses classroom observation, information about students, pedagogical knowledge and research as sources for active reflection and review the ongoing development 6.4.5 Undertakes classroom-based self-development projects: for example action research, work-shadowing	6.4.1. Presents to colleagues through knowledge, understanding and/or skills acquired through participation in professional learning activities 6.4.2 Contributes a personal perspective on professional issues and concerns while respecting the views of others 6.4.3 Offers support and advice to colleagues across a range of professional issues 6.4.4 Prompts colleagues to reflect on professional experiences, issues, decision-making and practice to enhance student learning 6.4.5 Conducts	6.4.1 Provides opportunities for teachers to reflect on their professional experiences in order to respond to issues and challenges related to teaching and learning. 6.4.2 Provides professional support to colleagues with varying levels of experience: 6.4.3 Acts as a critical friend to colleagues to enhance teacher professional effectiveness 6.4.4 Promotes, encourages and facilitates teachers' participation in school-based teaching and learning research projects	6.4.1 Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning 6.4.2 Creates opportunities for colleagues and community members to trial new approaches and solutions in responding to issues and challenges associated with teaching and learning 6.4.3 Adopts the roles of researcher, presenter, facilitator, coach and mentor to
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		demonstration lessons for pre-service, beginner and/or experienced teachers as appropriate		provide appropriate and varied opportunities for colleagues to build on existing experiences and expertise 6.4.4 Incorporates the understandings of wider educational perspectives on system initiatives to motivate, facilitate and enhance the professional growth of colleagues 6.4.5 Implements and establishes mechanisms for monitoring progress of delegated tasks
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VARIABLES	RANGE
<i>professional reading</i>	May include but not limited to: ✓ Undertaking reading to improve the principles of effective classroom management or acquiring mentoring skills to assist colleagues with classroom management issues. ✓ Reading to engage with current theories of education, general principles of teaching and learning. ✓ Reading to keep up to date with developments in the field of education
<i>variety of sources:</i>	May include but not limited to: ✓ colleagues, students and parents
<i>varying levels of experience:</i>	May include but not limited to: ✓ pre-service teachers, beginner teachers, teachers new to a school context and experienced teachers
<i>all backgrounds:</i>	May include but not limited to: ✓ colleagues, parents and care givers, woreda/ kebele office and central office personnel, education support personnel, association representatives
<i>self-development projects:</i>	May include but not limited to: ✓ action research, work-shadowing
<i>varying levels of experience:</i>	May include but not limited to: ✓ pre-service teachers, beginner teachers, teachers new to a school context and experienced teachers
<i>work-shadowing</i>	Refers to ✓ process where one staff member follows another in their work role for a period of time ✓ is an informal type of work experience where you observe someone in their role to understand how they do their job
<i>Critical friend</i>	Is designed to: ✓ create a professional learning community ✓ make teaching practice explicit and public by “talking about teaching” ✓ help people involved in schools to work collaboratively in democratic and reflective communities ✓ establish a foundation for sustained professional development based on spirit of inquiry

	✓ provide a context to understand the works with students, relationships with peers and thoughts, assumptions, and beliefs about teaching and learning ✓ help educators help each other turn theories into practice and standards into actual student learning ✓ improve teaching and learning
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EVIDENCE GUIDE				
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
Critical aspects of competence	✓ Plan action, based on reflections, to promote own professional growth ✓ Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs ✓ Participates in networking, workshops, conferences, seminars or courses and engages in professional reading ✓ Collaborates with other professionals to solve problems, generate new ideas,	✓ Assists colleagues to plan and implement action strategies to respond to identified professional learning needs. ✓ Reflects regularly on a wide range of actions and experiences to identify areas for ongoing professional growth ✓ Engages in frequent critical reflection on professional experiences and practice ✓ Seeks feedback on own professional effectiveness from a variety of sources ✓ Engages in constructive dialogue about teaching and	✓ Analyses the national professional standards for teachers to plan personal professional development goals, ✓ Works with colleagues in the planning, designing and application of professional learning opportunities catering for varying needs and interests of teachers ✓ Plan for professional learning by accessing and critiquing relevant school based research ✓ Engages in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable ✓ Participates in a range	✓ Evaluates school assessment policies and strategies to support colleagues using assessment data and a range of assessment strategies to diagnose learning needs ✓ Models exemplary assessment strategies to colleagues so that they effectively demonstrate student learning outcomes. ✓ Develops innovative assessment strategies ✓ Model exemplary practice and initiate programs to support colleagues in applying range of timely, effective and appropriate feedback strategies

	shape experiences and seek and provide feedback ✓ Respects the various perspectives of others when addressing issues associated with teaching and learning and student care ✓ Identifies theories, concepts and ideas that underpin approaches to teaching and learning ✓ Uses classroom observation, information about students, pedagogical knowledge and research as sources for active reflection, review and ongoing development ✓ Undertakes classroom-based self-development projects:	learning with colleagues ✓ Shares planning, implementation, monitoring, assessment, recording and reporting strategies. ✓ Presents to colleagues through knowledge, understanding and/or skills acquired through participation in professional learning activities ✓ Contributes a personal perspective on professional issues and concerns while respecting the views of others ✓ Prompts colleagues to reflect on professional experiences, issues, decision-making and practice to enhance student learning ✓ Conducts demonstration lessons for pre-service, beginner and/or experienced teachers as appropriate	of appropriate professional learning that enhances teaching and learning practice ✓ Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students ✓ Provides consistent feedback to others in relation to their self-development ✓ creates a secure team environment in which members are encouraged to take risks and seek challenges ✓ Encourages colleagues to develop innovative teaching and learning strategies to more effectively meet the needs of individuals or groups of students. ✓ Provides professional support to colleagues with varying levels of	✓ Lead and evaluate moderation activities that ensure consistent and comparable judgments of students learning to meet curriculum and school or system requirement ✓ Provides expert leadership in moderation processes. ✓ Co-ordinates student performance and program evaluation using internal and external student assessment data to improve teaching practice ✓ Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/care givers and colleagues
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			experience ✓ Acts as a critical friend to colleagues to enhance teacher professional effectiveness ✓ Promotes, encourages and facilitates teachers' participation in school-based teaching and learning research projects	
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Underpinning Knowledge	Demonstrate knowledge of: ✓ Demonstrating an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs ✓ Understanding the relevant and appropriate sources of professional learning for	Demonstrate knowledge of: ✓ Using the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs ✓ Participating in learning to update knowledge and practice, targeted	Demonstrate knowledge and attitude of: ✓ Analyzing the national professional standards for teachers to plan personal professional development goals ✓ Planning for professional learning by accessing and critiquing relevant research, engage	Demonstrate knowledge of: ✓ Using comprehensive knowledge of the national standards for teachers to plan and lead the development of professional learning policies and programs . ✓ Initiating collaborative relationships to expand professional learning opportunities ✓ Implementing professional dialogue within the school or professional learning network(s) that is informed by feedback, ✓ analysis of current
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	teachers. ✓ Seeking and applying constructive feedback from supervisors and teachers to improve teaching practices ✓ Demonstrating an understanding of the rationale for continued professional learning and the implications for improved student learning	to professional needs and school and/or system priorities. ✓ Contributing to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice ✓ Undertaking professional learning programs designed to address identified student learning needs	in high quality targeted opportunities ✓ Initiating and engaging in professional discussions with colleagues in a range of forums ✓ Engaging with colleagues to evaluate the effectiveness of teacher professional learning activities	research and practice ✓ Advocating participate in and lead strategies to support high-quality professional learning opportunities for colleagues
Underpinning Skill	Demonstrate skills in: ✓ Reflecting on professional experiences ✓ Initiating action to promote ongoing professional growth	Demonstrate skills in: ✓ Showing a strong, ongoing commitment to professional learning. ✓ Supporting the induction of colleagues to the	Demonstrate skills in: ✓ Identifying and explores professional learning needs and opportunities ✓ Working with colleagues in the	Demonstrate skills in: ✓ Creating opportunities for colleagues and community members to trial new approaches and solutions ✓ Adopting the roles of researcher, presenter,

	✓ Explaining own developing approach to teaching and learning	school environment or pre-service teachers to the school context. ✓ Sharing professional knowledge, understanding and skills ✓ Contributing to the development of a learning community ✓ Providing professional support to colleagues	planning, design and application of professional learning opportunities ✓ Planning for professional learning actively and consistently seeking and utilizing feedback from the school community ✓ Providing consistent feedback to others ✓ Engaging with colleagues to evaluate the effectiveness of teacher professional learning activities	facilitator, coach and mentor ✓ Applying and shares acquired teaching and leadership skills gained through a variety of professional growth opportunities ✓ Promoting, encouraging and facilitating teachers participation in school-based teaching and learning research projects ✓ Incorporating the understandings of wider educational perspectives on system initiatives
Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher's reflection Interview / Oral Questioning :Portfolio; written test			
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.			

PROFESSIONAL ENGAGEMENT

STANDARD 7	ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARE GIVERS AND THE COMMUNITY			
STANDARD CODE	G007	P007	H007	L007
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to describe how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers.</i>	<i>This unit describes the required knowledge of teachers to build partnerships with students, colleagues, parents and other care givers .and participate in teamwork.</i>	<i>This unit describes the required knowledge of teachers to facilitate teamwork within the school community through creating a co-operative team environment in which team members receive sufficient direction.</i>	<i>This unit describes the required knowledge of teachers to participate in school events making a substantial contribution, and assumes a leadership role in at least one aspect of school life and teamwork.</i>

ELEMENT	PERFORMANCE CRITERIA			
	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
7.1 Meet professional ethics	7.1.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	7.1.1 Implement the principles described in codes of ethics and conduct for the teaching profession	7.1.1 Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgments in all school and community contexts	7.1.1 Model exemplary ethical behavior and exercise informed judgments in all professional dealings with students, colleagues and the community
7.2 Comply with legislative, administrative and organizational requirements	7.2.1 Understand and uses the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage 7.2.2 Accepts personal and professional accountability	7.2.1. Understand and uses the implications of and comply with relevant legislative, administrative, organizational and professional requirements, policies and processes	7.2.1 Support colleagues to review and interpret legislative administrative, and organizational requirements, policies and processes	7.2.1 Initiate ,develop and implement relevant school policies and processes to support colleagues' compliance with and understanding of

				existing and new legislative, administrative, organizational and professional responsibilities
7.3 Organize and support team meetings	7.3.1 Meets with members of the school community in relation to the work of the team.	7.3.1 Coordinates the scheduling of team meetings 7.3.2 Attends to organizational tasks to support the effective functioning of team meetings 7.3.3 Liaises with team members between team meetings	7.3.1 Collaborates with members to negotiate the tasks, resources, responsibilities and desired outcomes of teamwork 7.3.2 Provides opportunities for team members to clarify particular tasks or seek further direction	7.3.1 Briefs the team regularly in relation to progress and developments to minimize ambiguity and uncertainty. analyses tasks and negotiates responsibilities, as appropriate
7.4 Engage with the parents/care givers	7.4.1 Uses strategies for working effectively, sensitively and confidentially with parents/care givers	7.4.1 Exemplify clear and effective communication by using clear and correct	7.4.1 Demonstrates responsiveness in all communication	7.4.1 Identify, initiate and build on opportuniti

	7.4.2 Uses a variety of strategies to communicate with parents and care givers about student learning 7.4.3 Welcome communication from parents and reply in a timely manner	spoken and written language 7.4.2 Maintain appropriate confidentiality in all communication with parents and care givers	s with parents/caregivers about their children's learning and well-being 7.3.1 Form partnership with parents and care givers to support student learning and development.	es that engage parents/car e givers in both the progress of their children's learning and in the educationa l priorities of the school 7.4.2 Creates classroom, school and Woreda/ke bele learning environments in which parents/car e givers are active participants in students' learning and achievement
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7.5 Engage with professional teaching networks and broader communities	7.5.1 Understand and identify the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. 7.5.2 participates in collegial school activities designed to enhance student learning 7.5.3 seeks collegial perspectives in attempting to respond to issues, problems or challenges 7.5.4 offers a personal perspective on issues, problems or challenges 7.5.5 models, respect and support for diversity of teaching and working styles 7.5.6 Establish productive relationships with members of the school community and consult with and learn from others	7.5.1 Forms partnerships with members of the community to support student learning 7.5.2 Works to resolve problems, issues and concerns of partners in a sensitive and respectful manner 7.5.3 Works with partners to establish the purpose of the partnership 7.5.4 Plans with other ways in which the partners can benefit from the diversity of members of the partnership 7.5.5 Uses the benefits associated with working with a diverse teaching and non-teaching staff to meet student learning needs.	7.5.1 Contribute to professional networks and associations and build productive links with community to improve teaching and learning 7.5.2 Motivates and leads others in the development and recognition of collaborative partnerships with colleagues and the community 7.5.3 Demonstrates high-level interpersonal skills in building and enhancing	7.5.1 Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities 7.5.2 Encourages colleagues and community members to collaborate and take risks in developing new approaches to teaching and learning to
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			partnerships 7.5.4 Contributes to the development of key outcomes to guide partnership	meet the needs of all students 7.5.3 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and
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				learning environmen t of the school
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VARIABLES	RANGE
<i>team members from all backgrounds</i>	Refers to: ✓ colleagues, parents and caregivers, woreda / sub city office and regional and federal office experts , supervisors, association representatives
<i>codes of ethics for the teaching profession</i>	✓ The teachers development program blue print outlines the code of Ethics for teachers. This code states that teachers should at all times behave ethically not only toward students, but colleagues, parents, school officials and the community.
<i>Collaborative, systematic approach</i>	Refers to ✓ collaborative engagement between Teachers, Students and Parents to ensure a coordinated and holistic approach to improve coordination and integration.
<i>School administrative and organizational requirements</i>	Are related to ✓ school policy making, administration, leadership, decision making knowledge and skills.
<i>Professional and community networks</i>	Refers to; ✓ Cooperation between members, Sharing of information and learning, Mutual peer support, New opportunities.

EVIDENCE GUIDE

	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
Critical aspects of competence	✓ Understand and apply the key principles described in codes of ethics and conduct for the teaching profession ✓ Understand and uses the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage ✓ Meets with members of the school community in relation to the work of the team. ✓ Uses strategies for working effectively,	✓ Implement the principles described in codes of ethics and conduct for the teaching profession ✓ Understand and uses the implications of and comply with relevant legislative, administrative, organizational and professional requirements, policies and processes ✓ Attends to organizational tasks to support the effective functioning of team meetings ✓ Exemplify clear and effective communication by using clear and correct spoken and	✓ Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgments in all school and community contexts ✓ Support colleagues to review and interpret legislative administrative, and organizational requirements, policies and processes ✓ Collaborates with members to negotiate the tasks, resources, responsibilities and desired outcomes of teamwork ✓ Demonstrates responsiveness in all communications with	✓ Model exemplary ethical behavior and exercise informed judgments in all professional dealings with students, colleagues and the community ✓ Initiate ,develop and implement relevant school policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organizational and professional responsibilities ✓ Implements and establishes mechanisms for monitoring progress of delegated tasks ✓ Identify, initiate and build on opportunities that engage parents/care givers in both the progress of their children's learning and in the educational priorities of the school ✓ Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities ✓ Encourages colleagues and community members to collaborate and take risks in

	sensitively and confidentially with parents/care givers ✓ Understands and identifies the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	written language ✓ Forms partnerships with members of the community to support student learning ✓ Uses the benefits associated with working with a diverse teaching and non-teaching staff to meet student learning needs.	parents/caregivers about their children's learning and well-being ✓ motivates and leads others in the development and recognition of collaborative partnerships with colleagues and the community ✓ Demonstrates high-level interpersonal skills in building and enhancing partnerships	enveloping new approaches to teaching and learning to meet the needs of all students ✓ Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school
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Underpinning Knowledge	Demonstrate knowledge and understanding: ✓ In applying the key principles described in codes of ethics and conduct for the teaching profession	Demonstrate knowledge of: ✓ Meeting codes of ethics and conduct established by regulatory authorities, systems and schools ✓ Understanding the implications of and comply with relevant legislative, administrative, organizational and professional requirements,	Demonstrate knowledge and attitude of: ✓ Maintain high ethical standards and support colleagues to interpret codes of ethics ✓ Support colleagues to review and	Demonstrate knowledge of: ✓ Modeling exemplary ethical behavior and exercise informed judgments in all professional dealings with students, colleagues and the community
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	✓ Of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. ✓ Of relevant legislative, administrative and organizational policies and processes required for teachers according to school stage ✓ Of strategies for working effectively, sensitively and confidentially with parents/ caregivers	policies and processes ✓ Establishing and maintaining respectful collaborative relationships with parents/care givers regarding their children's learning and well-being. ✓ Participating in professional and community networks and forums to broaden knowledge and improve practice	interpret legislative administrative, and organizational requirements ✓ Demonstrate responsiveness in all communications with parents/caregivers ✓ contribute to professional networks and associations and build productive links with wider community	✓ Initiating ,developing and implementing relevant policies and processes to support colleagues' compliance with and understanding of existing legislative, administrative, organizational ad professional responsibilities ✓ identifying, initiating and building on opportunities that engage parents/care givers in both the progress of their children's learning and in the educational priorities of the school ✓ Taking a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities
Underpinning Skill	Demonstrate engagement in: ✓ Building and maintaining learning partnerships with	Demonstrate skills in: ✓ building partnerships with members of the wider school community to support student learning ✓ engaging in team planning	Demonstrate skills in: ✓ creating a secure team environment in which members are encouraged to take risks and seek	Demonstrate skills in: ✓ Modeling effective verbal and nonverbal and media communication techniques and

	students ✓ Working co-operatively with colleagues and community ✓ interacting effectively with parents and other caregivers	processes ✓ contributing to team meetings	challenges ✓ identifying, analyzing and responding to contemporary educational issues, trends, research and system initiatives ✓ Encouraging colleagues to develop innovative teaching and learning strategies to more effectively meet the needs of individuals or groups of students. ✓ Mentoring team members to assist in the achievement of quality outcomes ✓ providing opportunities for team members to clarify particular tasks or seek further direction ✓ Implementing and establishes mechanisms for monitoring progress of delegated tasks ✓ Using effective communication strategies to convey ideas (such as using	support positive changes in colleagues' communication abilities and style ✓ Creating classroom ,school and district learning environments in which parents care givers are active participants in students' learning and achievement ✓ Encouraging colleagues and community members to collaborate and take risks in developing new approaches to teaching and learning to meet the needs of all students ✓ Motivating and leads others in the development and recognition of collaborative partnerships with colleagues and the community ✓ modeling innovative and/or exemplary teaching and learning strategies to colleagues ✓ Instituting
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			vocabulary appropriate to students age and interests), ask questions and stimulate Forming partnership with parents and care givers to support student learning and development ✓ discussions	parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school
Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher's reflection Interview / Oral Questioning :Portfolio; written test			
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.			