

Draft

# Proposed National Professional Standards for Teachers in Pakistan

The United Nations Educational, Scientific and Cultural  
Organization (UNESCO) Consultancy Report

Prof. Dr. Mahmood H. Butt.  
Allama Iqbal Open University

April 15<sup>th</sup>, 2008

## Table of Contents

<b>S. No</b>	<b>Descriptions</b>	<b>Page No</b>
	<b>Acronyms</b>	<b>03</b>
<b>1.</b>	<b>Introduction</b>	<b>05</b>
<b>2.</b>	<b>Standard Based Teacher Education and Quality Assurance:</b>	<b>05</b>
<b>3.</b>	<b>Environmental Scan</b>	<b>07</b>
<b>a.</b>	<b>Teacher Workforce In Pakistan</b>	<b>08</b>
<b>b.</b>	<b>Professional Development of Teachers</b>	<b>10</b>
<b>c.</b>	<b>Key Issues of Teacher Education</b>	<b>12</b>
<b>4.</b>	<b>Teacher Education Accreditation Standards in Other Countries:</b>	<b>13</b>
<b>5.</b>	<b>Higher Education Accreditation in the UK</b>	<b>19</b>
<b>6.</b>	<b>Quality Assurance Tool–Kit for Teacher Education Institutions</b>	<b>21</b>
<b>7.</b>	<b>Professional Standards for Teachers in Pakistan</b>	<b>23</b>
<b>8.</b>	<b>Standards based Quality Undergraduate Teacher Education Programs</b>	<b>35</b>
<b>a.</b>	<b>BS Education for Beginning Elementary Teachers</b>	<b>36</b>
<b>b.</b>	<b>Undergraduate Program for Specialist Secondary School Teachers</b>	<b>37</b>
<b>9</b>	<b>Standards for Accomplished Teachers and Senior Subject Matter Specialists</b>	<b>38</b>
<b>10</b>	<b>Standards for Educational Leaders (Head Teachers, District Education Officers)</b>	<b>40</b>
<b>11</b>	<b>Accreditation of Institutions and Programs of Teacher Education</b>	<b>43</b>
<b>12</b>	<b>Recommendations</b>	<b>48</b>
	<b>Annexure-I</b>	<b>49</b>
	<b>Bibliographic References</b>	<b>57</b>

# Acronyms

AED	Academy of Educational Development
AEPM	Academy of Education Planning and Management
AIOU	Allama Iqbal Open University
AJK	Azad Jammu and Kashmir
BCEW	Bureau of Curriculum and Extension Wing
BoC	Bureau of Curriculum
CE	Certificate in Education
CHEA	Council for Higher Education Accreditation
CPD	Continuous Professional Development
CRDC	Curriculum Research Development Center
CT	Certificate of Teaching
DCTE	Directorate of Curriculum and Teacher Education
EC	European Commission
EEC	Education Extension Center
EFA	Education For All
ESR	Education Sector Reforms
ESRA	Education Sector Reform Assistance
DSD	Directorate of Staff Development
GCE	Government Colleges of Education
GCET	Government College of Elementary Training
GECE	Government Elementary College of Education
GCPE	Government College of Physical Education
GoB	Government of Balochistan
GoNWFP	Government of NWFP
GoP	Government of Pakistan
GPI	Government Polytechnic Institution
GoS	Government of Sindh
HEC	Higher Education of Pakistan
IER	Institutes of Education and Research
MEd.	Masters of Education
MTBF	Medium Term Budgetary Framework
NBPTS	National Board of Professional Teaching Standards
NCTE	National Council for Teacher of English
NCATE	National Council for Accreditation of Teacher Education
NCTM	National Council for Teachers of Mathematics
NEAS	National Education Assessment System
NEC	National Education Census
NITE	National Institute of Teacher Education
OECD	Organization of Economic Cooperation and Development
PhD	Doctor of Philosophy
PITE	Provincial Institute of Teacher Education
PTC	Primary Teacher Certificate
PTEPDP	Pakistan Teacher Education and Professional Development Program
QAA	Quality Assurance Agency
REEC	Regional Education Extension Centers
RITE	Regional Institutes of Teacher Education

SPA	Specialty Professional Association
TDA	Teacher Development Agency
TEI	Teacher Education Institute
TPD	Teacher Professional Development
TTI	Teacher Training Institution
UNESCO	United Nations Education, Scientific and Cultural Organization

Draft

## **1. Introduction**

If Pakistan aspires to compete successfully in the global knowledge economy and convert the raw talents of its people into productive asset it has to create a world class educational system from pre school to postgraduate levels. A world class education is not possible without world class teachers, most importantly at the foundational levels of K-10 grades, who instruct, inform and inspire their students to quality learning and scholarship. Quality learning is contingent upon quality teaching by professionals who are dedicated to the principles of continuous professional development in the following areas:

- a. acquisition of current and recent content knowledge of subjects they teach,
- b. use of broad knowledge of instructional tools, strategies and pedagogical skills,
- c. ethical monitoring and assessing of student learning outcomes, and
- d. cultivating in students the ethical scholarly dispositions.

To produce world class teachers and empower them to educate generations of learners / scholars the fundamental requirements have been clearly delineated in professional literature. They include standards of what teachers need to know and be able to do. The standards based approaches to development of teachers and other professional educators demand attention to:

- i. Broad scholarly preparation in liberal arts, humanities, social and natural sciences,
- ii. In depth knowledge of subjects to be taught,
- iii. Familiarity with curriculum design and materials that organize and present content knowledge,
- iv. Knowledge of general and content-specific methods of teaching and evaluating learning outcomes,
- v. Knowledge of learning theories, stages and styles of human development and age-specific motivation strategies,
- vi. Skills and dispositions of objective and ethical assessment of self and students,
- vii. Adherence to a code of professional conduct,
- viii. Foster creative teachers with constructive and critical judgment to refine and improve the systems of education and human resource development.

## **2. Standard Based Teacher Education and Quality Assurance:**

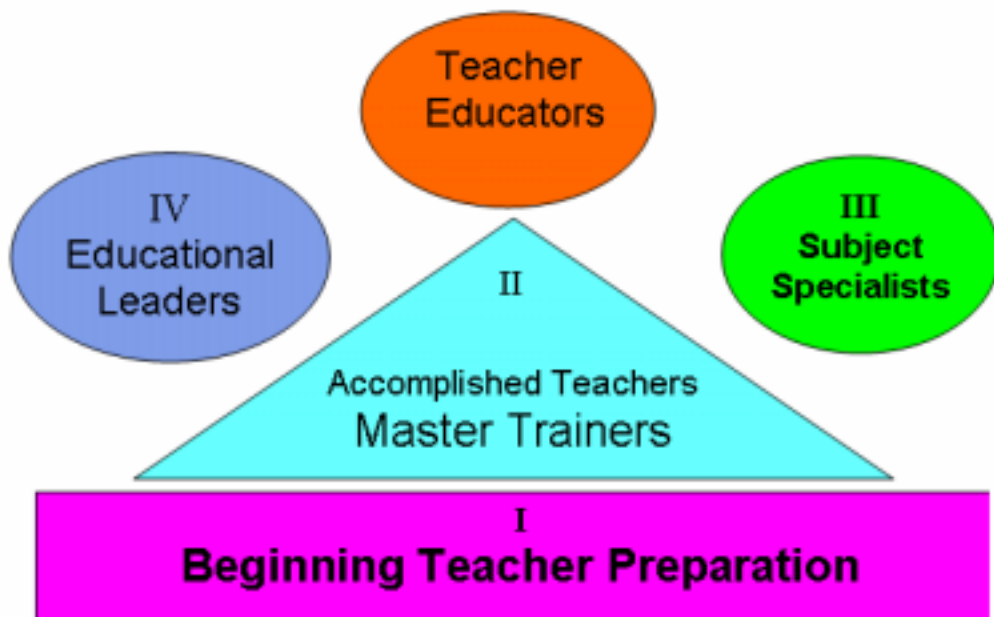
Standards based development of teachers and other educators is part of a larger international movement of quality assurance in education, business and other fields of human endeavor. At the heart of this movement is the development of national, regional and international consensus about standards of Professional Knowledge, Skills and Dispositions that are valued by the present and prospective

members of the teaching profession. Nationally agreed upon Professional Standards are designed to:

- define competencies, skills and attributes deemed to be essential for beginning teachers, accomplished master teachers, teacher educators and other educational specialists,
- guide the detailed development of pre and in-service programs of teacher education,
- establish policies, procedures and systems for accrediting teacher education programs and institutions offering them,
- assure public about the quality of their educators and educational output,

The development and implementation of national professional standards for beginning teachers, accomplished teachers, subject specialists, educational leaders and teacher educators is an urgent priority to qualitatively reform the existing system of teacher preparation in Pakistan. The following diagram illustrates the diversity of standards needed to develop teachers and other educators. Role specific standards for head teachers and educational leaders should guide their in-service development programs at the post graduate level. Similarly standards for teacher educators are needed to develop faculties that are to staff Colleges of Education, Institutes of Education and Research and University Departments of Education.

**Figure 1: Different Professional Standards**



### 3. Environmental Scan:

A review of education policy statements, studies done by and for the ministries of education at the federal and provincial levels, sources of national statistics including National Education Census (2005), Pakistan Social and Living Standards Measurement Survey (PSLMS 2005/06), National Education Management Information System (NEMIS 2005/06) and a review of literature indicates the formal educational system in Pakistan is diverse, complex and not universally accessible to school going age people. The National Education Census 2005/06 indicates that there are 227,791 educational institutions providing diverse educational opportunities to 33.4 million students. The system employs 1.4 million teachers from pre-primary to university stage with varying student- teacher ratios by level of education and geographic location. The data is quite revealing both in terms of students being served in each province and those who are left out, due to serious capacity constraints. The following table provides information about the number of educational institutions by level and location.

It is evident from the table that the formal system of education in Pakistan offers a wide variety of curricular schemes including public and private pre-primary, primary, middle, secondary, higher secondary, universities, technical / professional, mosque schools, Deeni madaras and British System patterned on A and O levels.

**Table 1: Number of Educational Institutions by Level and Location**

Level of Institutions	Total	Rural	Urban
Total	227,791	167,446 (73.5)	60,345 (26.5)
Pre-Primary	1,081	589 (54.5)	492 (45.5)
Mosque School	14,123	12,995 (92.0)	1,128 (8.0)
Primary	122,349	103,863 (84.9)	18,486 (15.1)
Middle	38,449	23,986 (62.4)	14,463 (37.6)
Secondary	25,090	11,971 (47.7)	13,119 (52.3)
British System	281	29 (10.3)	252 (89.7)
Inter and Degree College	1,882	470 (25.0)	1,412 (75.0)
General Universities	49	13 (26.5)	36 (73.5)
Technical / Professional	1,324	129 (9.7)	1,195 (90.3)
Vocational / Poly Technique	3,059	802 (26.2)	2,257 (73.8)
NFBE	4,831	3,726 (77.1)	1,105 (22.9)
Deeni Madaris	12,153	6,658 (54.8)	5,495 (45.2)
Others	3,120	2,215 (71.0)	905 (29.0)

**Source: National Education Census Report (2005), AEPM, Ministry of Education**  
**Figures in parenthesis are percentages.**

While 73.51% of all educational institutions are in the rural areas, the ratio begins to shift towards urban areas from secondary level onwards. 92% of all mosque Schools

and 85% of primary Schools are in the rural areas catering to the basic educational needs of 74% of the population. Only 48% of Secondary Schools are located in rural areas. The enrollment pattern however indicates that 57.4% of the total enrollment was in the rural institutions mostly at the primary and middle School levels. At the secondary level urban enrolment shows a healthier growth and retention rate.

Enrollment by gender and level of education also shows a definite bias towards higher male enrollment, 57% males to 43% for females. The only level where female enrolments are better, 53.4% is at the higher secondary and undergraduate college levels.

### 3.1 Teacher Workforce In Pakistan:

The following table provides data about the teacher work force at various levels of educational institutions in rural and urban settings. The sheer size of teacher workforce deployed and those needed to achieve the goal of universal, compulsory, basic education from pre-primary to tenth grade is an overwhelming tasks.

**Table 2 : Number of Teaching Staff by level and Urban/Rural**

Level of Intuitions	Total	Rural		Urban	
Total	1,356,802	687,613	(50.7)	669189	(49.3)
Pre-primary	3,807	921	(24.1)	2886	(75.9)
Mosque School	22,603	19,304	(85.4)	3299	(14.6)
Primary	399,517	276,115	(69.1)	123402	(30.9)
Middle	313,797	176,546	(56.3)	137251	(43.7)
Secondary	418,376	163,051	(38.9)	255325	(61.1)
British System	12,371	1,114	(15.7)	11257	(84.3)
Inter, and Degree Colleges	59,097	9,253	(15.7)	49844	(84.3)
General Universities	11,434	3,448	(30.2)	7986	(69.8)
Technical / Professional	30,334	4,013	(13.2)	26321	(86.8)
Vocational/Poly Technique	15,339	2,642	(17.2)	12697	(82.8)
NFBE (Non-Formal Basic Education)	5,262	3,962	(75.3)	1300	(24.7)
Deeni Madaris	58,391	24,627	(42.1)	33764	(54.8)
Others	6,474	2,617	(40.4)	3857	(59.6)

**Source: National Education Census Report (2005), AEPM, Ministry of Education**  
**Figures in parenthesis are percentages**

Disaggregating the teacher data by levels of schooling reveals that out of a total workforce of 1.35 million teachers only 3807 are employed at pre-primary level, almost wholly in private schools, 399517 teachers (29%) are employed at primary school level, 313797 (23%) are serving the middle school, 418376 (31%) are serving secondary schools and 59097 (4%) are serving intermediate /degree colleges. The ratios for pre-primary, primary, middle and secondary school teacher workforce indicate the serious



imbalances facing teacher education. Both pre-primary / early childhood teachers and primary school teachers are needed in greater number to provide instructions to the number of students enrolled in these levels. Average teachers/ pupil ratio 1:38 at Primary level is another indicator of the quantitative challenge confronting teacher educators. International research studies have documented the importance of 1:25 teacher/pupil ratio as a key factor in determining the quality of Primary Education. Middle School (21%) and Secondary Schools (19.9%) have better teacher/pupil ratios. Among the four major provinces Balochistan has the lowest ratios 1:27 for Primary Schools and NWFP the highest ratio of 1:40. For middle schools Balochistan has the lowest ratio of 1:13 and Punjab the highest at 1:25. At the secondary school level the ratios range between 1:19 for Sindh and 1:31 for the Punjab.

Teacher workforce in the private sector has grown significantly over the last five years. Out of the total teaching staff of 1,356,802 in Pakistan reported in 2006, 632,926(46.6%) are in private sector. It is interesting to note that in this sector majority of teachers are employed at the middle and secondary school levels while primary schools have the smallest number of teachers. A majority of private sector teachers (71%) are females. Many private schools have developed their own teacher training programs with a clear emphasis on content area preparation.

The following table indicates numbers of teaching staff by gender in each province. In Punjab 59% of teachers are females whereas in NWFP and Balochistan only 35.3% and 32.4% teachers were females respectively. Overall in Pakistan 51.3% teachers are females.

**Table 3 : Number of Teaching Staff by Gender**

Area	Total	Male		Female	
Pakistan	1,356,802	661,037	(48.7)	695,765	(51.3)
Punjab	716,768	295,438	(41.2)	421,330	(58.8)
Sindh	290,749	145,673	(50.1)	145,076	(49.9)
NWFP	198,893	128,703	(64.7)	70,190	(35.3)
Balochistan	50,893	34,382	(67.6)	16,511	(32.4)
ICT (Islamabad Capital Territory)	19,387	7,787	(40.2)	11,600	(50.8)
FATA	22,079	16,584	(75.1)	5,495	(24.9)
FANA	151,969	93,63	(61.6)	58,33	(38.4)
AJK	42,837	23,107	(53.9)	19,730	(46.1)

**Source: National Education Census Report (2005), AEPM, Ministry of Education  
Figures in parenthesis are percentages**

### **3.2 Professional Development of Teachers:**

The National Education Census data and a number of studies indicate that professional preparation of teachers in Pakistan is neither standardized nor based on acceptable professional standards. The NEC data indicates that 26% of teachers in the workforce are untrained, 37% have only rudimentary training at the PTC and CT levels, 44% have not completed even a two year undergraduate degree beyond 12 years of basic education. These constitute by any measure, least qualified teachers, and majority of them are teaching at the primary school level in rural areas. Shami and others paint even a more dismal picture of professional qualifications of teachers at the primary level. Teachers who have completed B.Ed and M.Ed degrees constitute 21% of the work force.

Teacher education has traditionally been considered a provincial subject. Each province has a distinct centralized organizational structure to prepare teachers for primary, middle and secondary school levels. The existing 270 teacher education institutions in the country are under the administrative and curricular control of the provincial Departments of Education. Primary school teachers are prepared at Government Colleges of Elementary Education (GCEEs), which are supervised by the provincial Bureaus of Curriculum in Balochistan and Sindh. In NWFP the Directorate of Curriculum and Teacher Education (DCTE) is responsible for managing 20 Regional Institutes of Teacher Education providing pre-service preparation of primary school teachers. The Provincial Institutes of Teacher Education (PITEs) were created in all the provinces to provide in-service continuous professional development of teachers and undertake action research projects. Currently PITEs are almost dysfunctional due to lack of sufficient and appropriately qualified staff and a clear sense of their roles.

In the Punjab since 2004 Directorate of Staff Development has been established as the apex body of teacher development to design and implement, with the active support of district departments of education, both pre-service and continuous professional development programs for primary school teachers. The DSD has been given administrative, financial and curricular authority over all 35 GCTEs (GCEEs) in the province. The revitalized DSD has successfully embarked upon a cluster based program of continuous professional development of the least qualified primary school teachers in the province. District Training and Support Centers have been developed and staffed with full time trained teacher educators. Besides CPD activities these centers will be preparing Teacher Development Plans for the district and be involved in their implementation. The DSD is yet to fully engage the GCTEs in developing standards based 4 year teacher education programs.

The following table provides the administrative and institutional structure for pre-service and in-service continuous professional development of teachers in Pakistan.

Table 4: **Nomenclatures of pre and in-service training bodies of provinces**

	<b>Sindh</b>	<b>Balochistan</b>	<b>NWFP</b>	<b>Punjab</b>
<b>In-Service</b>	BCEW PITE REEC TRC DETRC	BoC PITE TRC	PITE PRC	DSD PITE GCET DTSC
<b>Pre-Service</b>	BCEW PITE CE Department of Education in Universities	GCEE Department of Education	RITE (DCTE) IER GCPE Agro-Technical Teacher Training College Department of Education	UoE GCET

**Abbreviations**

- BCEW: Bureau of Curriculum & Extension Wing
- DCTE: Directorate of Curriculum & Teacher Education
- DETRC: Divisional/District Educational Technology and Resource Centers
- DSD: Directorate of Staff Development
- GCEE: Government College of Elementary Education
- GCPE: Government College of Physical Education
- IER: Institutions of Education and Research
- PITE: Provincial Institute of Teacher Education
- REEC: Regional Education Extension Center
- RITE: Regional Institute of Teacher Education
- TRC: Teachers' Resource Center

The Bachelor's level programs and postgraduate programs in teacher education are the responsibility of University Colleges and Departments of Education, IERs and recently established Universities of Education. According to the NEC data in 2005 there were only 257818 teachers with B.Ed degree and 67143 teachers with M.Ed degree working as teachers or teacher educators. Most of the B.Ed and M.Ed degree holders had completed a Bachelor or Masters degree also. The typical Bachelor degree in 2005 used to be a two year program after twelve year of education.

Each province has a centralized administrative System of teacher professional development. There are 270 TPD institutions in the country. 227 are publicly controlled by the provincial departments of education and the rest are operated by the private sector. Neither these TPD institutions nor their program have been subjected to serious scrutiny based on overt, objective professional standards or accreditation criteria.

In each province the policy-making structure has precluded the possibility of collaboration and communication among TPD institutions. Similarly the TPD institutions have little linkage with the district education policy-makers and

schools. National professional standards are needed to foster greater inter-provincial linkages and overall standardization of teacher education, teacher certification and accreditation of teacher education programs and providers.

### **3.3 Key Issues of Teacher Education**

A number of studies in the last 30 years have pointed out the key issues and problems of teacher education in Pakistan. There is general consensus that quality of teachers is abysmally low. A variety of factors have been cited in the literature that is responsible for this sorry state of affairs. Primary school teacher certification programs are relics of the 19<sup>th</sup> century normal school model. They neither provide broad general education necessary to foster effective communication skills, critical thinking and creative instructional leadership nor promote in depth content knowledge of language arts, mathematical reasoning, social and natural sciences and cultural context. The pedagogical skills taught are also designed to foster rote learning, unquestioning acceptance of textual materials and passive preparation for the tests. The entry requirements (Matric, FA/F.Sc) and time on task (1 – 2 years) for PTC and CT programs are not sufficient to prepare quality teachers.

The prevailing salary and service conditions for primary school teachers do not attract academically talented candidates to these programs. Low social and self esteem are further hurdles to quality pre-service preparation or continuous professional development of teachers. The PTC and CT programs do not comply with any of the accepted norms, benchmarks, criteria or professional standards for teachers in the 21<sup>st</sup> century.

The proposed competency standards demand phased elimination of the existing teacher certification (PTC, CT) programs and their replacement with a four year undergraduate program of teacher education in GCEEs, RITEs and University departments of teacher education. The prevailing institutional and programmatic clutter needs to be streamlined and simplified through standards driven programs for teacher preparation and accreditation.

A national system of accreditation for all teacher education programs based on the proposed standards needs to be implemented in all the provinces. A consensus among stakeholders, therefore, is necessary to be developed about the professional standards and their application for determining the quality of initial and advanced teacher certification. This will standardize curricular content, critical pedagogical learning outcomes, performance skills and dispositions of teachers.

Mere completion of an accredited teacher education program may not lead to teaching license. A system of standardized testing for knowledge, skills and performance is needed before licensing beginning teachers to enter the profession. A system of provincial licensing of teachers to teach at various levels of education with different disciplinary expertise needs to be instituted using national professional standards.

## **4. Teacher Education Accreditation Standards in Other Countries:**

### **European Models**

The advent of globalization in all its manifestations has forced countries and economic blocks in the world to devise long term ways to improve the quality of their institutions of education and skill development from basic schools to the universities in order to produce creative, critical and constructive thinkers and doers. All these efforts demand high priority attention to re-engineering teacher education based on commonly agreed upon, competency standards. It is increasingly being recognized that the quality of educational system is contingent upon serious investment of time, talent and resources in preparing scholar teachers who are committed to creating safe yet demanding learning environments for their students, nurturing constant refinement of their own professional skills and working collaboratively to improve schools and students learning outcomes. Scholar teachers can be prepared in University settings providing sequential, supervised and inter- disciplinary opportunities to develop proficiency in content knowledge, mastery of pedagogical skills and demonstrated use of new tools and technologies of instruction.

#### **4. a European Union:**

European Union, in spite of diversity of its higher educational systems and teacher preparation programs and policies, is gradually moving towards a consensus for “comparability of higher educational qualifications including teacher education”. The “Bologna Process” has started Europe- wide review and alignment of national systems of education to common quality standards of degrees, diplomas and professional qualifications to ensure wider mobility of scholars. The aims, content, structure, length and location of teacher education programs, their diversity notwithstanding in different countries, are being brought under the rubric of professional standards of quality assurance. In 2006 a Eurydice study, *Quality Assurance in Teacher Education in Europe*, reviewed certification and accreditation systems of teacher education programs for initial entry and continuous professional development in 30 European countries. Most of the countries have established national accrediting agencies that have adopted national standards of professional knowledge, skills and attitudes. The system of evaluation and compliance calls for institutional self-assessment, generating analytical self-studies and their verification and authentication by site visits of professional peers.

The European Commission in 2005 has established “Common European Principles for Teacher Competencies and Qualification” to serve as guidelines for educational policy makers as they restructure teacher education programs. The four overarching principles include:

- (I) The teaching professional shall be well qualified through a university based program of academic and pedagogical preparation, in all three cycles of higher education at the Bachelor, Master and Doctoral level. The advanced level

- programs shall highlight production and use of research and evidence based practice.
- (ii) Teaching profession should be a continuum of life-long learning from initial preparation, induction and continuing professional development and specialization.
  - (iii) Teacher mobility within the profession and European Union needs to be encouraged through learning European languages and adopting common standards and qualifications.
  - (iv) Teaching profession is to work collaboratively, in partnership with all stakeholders. Universities should foster linkages with schools to support field experiences and clinical practice in school settings.

In 2005 OECD published a policy review entitled “*Teachers Matter: Attracting, Developing and Retaining Effective Teachers*”. This report also emphasizes the need to develop stronger partnership between schools and teacher education institutions to enable prospective teachers and educators to better link theory and practice. The report points out the need to restructure teacher education programs from an input model to demonstrable and measurable outcomes model.

“Accreditation criteria should focus more on the outcomes of teacher education programs than on inputs, curriculum and processes... it is what trainee teachers learn and can do that should be the policy focus.” (OECD, 2005 p.113)

The report recognizes that professional teacher educators have reached a consensus on better integration of content knowledge based on disciplinary studies, pedagogical strategies, commonly recognized competencies and partnership with schools. It calls for better alignment between student achievement, and criteria for teacher education.

#### **4. b Teacher Education Quality Assurance in the United States**

In the United States the Council for Higher Education Accreditation (CHEA) has been created (1997) to recognize the various regional, national and specialized accreditation agencies. The accreditation process in the US, including teacher education, is an ongoing process having five key steps that include:

- Institutional self study based on standards and criteria of the programmatic or institutional accrediting body to demonstrate compliance.
- Peer review conducted by well trained groups of peers in the profession to verify the assertions of the self study.

- Site visit of sufficient duration by the peer team to review and confirm the claims in the self study.
- Action by the Accreditation bodies based on the peer review reports to grant either full accreditation for 5, 7 or 10 years, provisional accreditation for a shorter period or deny accreditation.
- Institutions and programs continue internal and external assessment over time for reaccreditations.

Teacher certification at the initial and advanced level is a state function in the US. State Boards of Education grant initial certification to candidates who have completed a state approved teacher education program. The state standards for program approval are often aligned with the national standards agreed by an Interstate Commission on Teaching Standards.

Two main national bodies in the United States responsible for national teacher certification and institutional accreditation are National Board for Professional Teaching Standards (NBPTS) and National Council for Accreditation of Teacher Education (NCATE). In addition NCATE has recognized national Specialty Professional Associations / Councils of subject matter specialists whose standards and criteria teachers have to meet in order to be certified as specialist teachers of those subjects. National Council of Teachers of Mathematics (NCTM) and National Council of Teachers of English (NCTE) are examples of Specialty Professional Associations (SPAs). NCATE Institutional accreditation must be supported by programmatic accreditation granted by SPAs. Twenty SPAs have been recognized by NCATE. Teaching standards as measures of quality, therefore, are developed cooperatively by subject specialist teachers, disciplines experts, teacher educators and educational leaders and administrators.

#### **4. b.1 NCATE Unit Standards**

The NCATE Unit standards have evolved over a period of time and are revised periodically. The latest version was developed in 2002 and is currently being used to accredit teacher education institutions preparing teachers and educational specialists seeking initial or advance level certification. NCATE has recognized twenty subject specialty professional associations and in addition to the six unit accreditation standards demand compliance with standards of the specialty associations. Each teacher education institution / program is expected to develop a Comprehensive Conceptual Framework that leads to compliance with the six standards”.

These NCATE standards, developed by groups of nationally recognized teaching practitioners, are designed to assess candidates’ performance (Standards 1 & 2) and institutional capacity (Standards 3-6). Each of the six core standards has three components. 1. Statement of the standard, 2. Rubrics to assess the implementation of the standard, and 3. Descriptive and supportive explanation of what each standard entails.

## **“Conceptual Framework**

The conceptual framework(s) establishes the shared vision for a unit’s efforts in preparing educators to work effectively in schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

### **Standard 1: *Candidate Knowledge, Skills, and Dispositions***

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

### **Standard 2: *Assessment System and Unit Evaluation***

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

### **Standard 3: *Field Experiences and Clinical Practice***

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

### **Standard 4: *Diversity***

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in schools.

### **Standard 5: *Faculty Qualifications, Performance, and Development***

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.



## **Standard 6: Unit Governance and Resources**

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.” \* NCATE Standards 2002

Detailed handbook of unit accreditation policies and procedure is provided to the institutions seeking NCATE accreditation through demonstrated compliance with all six standards. Rubrics for assessing all standards are provided to the teacher education institutions to determine compliance, non-compliance or exceeding the expectation of each standard. Full accreditation is granted to institutions meeting all standards by the Unit Accreditation Board of NCATE. Institutions showing non compliance with a standard are given an opportunity to remove the deficiencies over a specified time or even denied accreditation.

### **4b.2 National Board for Professional Teaching Standards (NBPTS)**

The NBPTS was established in 1987 in response to a series of critical reports including the “Carnegie Forum on Education and Economy’s Task Force on Teaching as a Profession” and “A Nation at Risk” (1983) issued by the President’s Commission on Excellence in Education. The Board was created to develop challenging high standards to identify accomplished teachers and nationally certify them as outstanding teachers. The national certification is for a ten year period and is granted after a rigorous assessment including written test, portfolio evaluation and interview presentation. All candidates share video recordings of classroom activities demonstrating compliance with the five “Core Propositions” of what accomplished teachers know and are able to do.

#### **NBPTS, Five Core Propositions**

In the words of NBPTS the five Core propositions are:

**i. “Teachers are committed to students and their learning:**

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students’ interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster student self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

**ii. Teachers know the subjects they teach and how to teach those subjects to students:**

Accomplished teacher have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world setting. While faithfully representing the collective wisdom of culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the pre conception and background knowledge that students typically bring to each subject and of strategies and instructional material that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subject they teach, and they are adept at teaching students how to pose and solve their own problems.

**iii. Teachers are responsible for managing and monitoring student learning:**

Accomplished teachers create, enrich, maintain and alter instructional setting to capture and sustain the interest of the students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual student as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

**iv. Teachers think systematically about their practice and learn from experience:**

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity and appreciation for cultural differences – and the capacities that are prerequisites of intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problems solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

**v. Teachers are members of learning communities:**

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized schools and community resources that can be engaged for their students benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school”.  
[www.nbpts.org/the\\_standards](http://www.nbpts.org/the_standards)

These five propositions and the competencies implicit in the explanatory narrative have been recognized as national benchmarks for certifying accomplished teachers. These teachers are given mentoring responsibilities to guide continuous professional development of other teachers.

## **5. Higher Education Accreditation in the UK**

In the United Kingdom an autonomous Quality Assurance Agency (QAA) for Higher Education was established in 1997. Its primary role is to assure the public that standards of academic quality in higher educational institutions are safeguarded and continuously enhanced. This is done primarily through institutional academic audits and subject reviews. Beginning 2006 the institutional audit/review will be done every six years using clearly stated standards and detailed procedures to assess the institutional quality assurance systems. The comprehensive audit is based on a ten section Code of Practice for the assurance of academic quality in higher education (QAAHE, 2003). Detailed guidelines are spelled out in each section regarding good practice, precepts,

---

principles and policies that institutions must meet and satisfy. The audit team, as a result of this comprehensive review, expresses its judgment on “broad confidence”, “limited confidence” or “no confidence” in the Higher Education Institution’s ability to assure quality of its degrees, diplomas and awards.

**The ten sections of the code include:**

- Postgraduate Research Programs Offered
- Collaborative Provisions
- Students with Disabilities
- External Examinations Practices
- Academic Appeals and Student Complaints regarding Academic Matters
- Assessment of Students
- Program Approvals, Monitoring and Review
- Career Education, Information and Guidance
- Placement Learning
- Recruitment and Admission

**5. a Teacher Education Quality Assurance Standards:**

Teacher Development Agency (TDA) is responsible for accrediting teacher education programs that prepare teachers who meet the required standards for Qualified Teacher Status (QTS). To teach in state maintained schools teachers have to be registered with the General Teaching Council of their region after successful completion of an accredited teacher education program and passing QTS Skills test carried out by TDA. The three Standards for attaining QTS are broad generic categories and cover:

- S.1. Professional values and practice
- S.2. Knowledge and understanding
- S.3. Teaching

Each of these is further elaborated as indicators that reflect criteria leading to QTS. A Handbook of Guidance further describes the Requirements for Initial Teacher Training (RITT) and how candidates are to demonstrate compliance with the standards and requirements. Institutions offering initial teacher training programs have to undergo a rigorous accreditation review and inspection conducted by the Office for Standards in Education (OFSTED) to demonstrate compliance with four requirements including:

- R.1. Trainee Entry Requirements (8 Sub-requirements)
- R.2. Training and Assessment (6 Sub-requirements)
- R.3. Management of the Initial Teacher Training Partners (6 Sub-requirements)
- R.4. Quality Assurance (6 Sub-requirements)

The inspection by OFSTED involves a thorough review of institutional self study by the inspectors, direct observation through detailed site visits to the providers’ campuses and practice teaching school sites, interviews with currently enrolled candidates, graduates and cooperating teachers to determine how well the candidates are being prepared to meet RITT objectives.

## **6. Quality Assurance Tool-Kit for Teacher Education Institutions (QATTEI – 2007)**

Commonwealth of Learning (COL), Canada and National Assessment and Accreditation Council (NAAC), India worked collaboratively during 2004 – 2007 to develop a comprehensive three – volume toolkit to foster development of a “culture of quality sensitivity” in teacher education institutions in the commonwealth countries. The first volume develops the conceptual framework for quality higher education, lists the well-recognized models and processes of quality assurance and presents a brief rationale for quality in teacher education as bedrock for building quality higher educational institutions.

Volume 2 entitled “Quality Indicators for Teacher Education”, capitalizing on the conventional professional and experiential wisdom, develops a comprehensive framework of six “Key Areas” (KA), twenty five “Quality Aspects (QA) spread over six Key Areas and seventy five “Quality Indicators” (QI) which teacher education Institutions, their cultural contexts notwithstanding, can use to plan and assess their programs and practices.

Annex-I lists the six KAs, twenty five QAs and seventy five QIs in each quality aspect deemed to be necessary for assuring quality of teacher education programs and institutions.

Volume 2 also provides to teacher education institutions a 5 point scale to assess their own performance. They are encouraged to expand the list of quality indicators to make them more relevant to their institutional needs and share them with others. It is expected that the QIs will be “a beginning to bring in uniformity of the provision and positioning of teacher educators and institutional agendas in such a way that they address more directly the quality provision and expressed needs of teachers and the conditions they work in. (Page 10)”

Volume 3 “An, Anthology of Best Practices in TEI” uses twenty case studies to illustrate and document how different teacher education institutions have tried to implement and test the quality indicators in their programs. It showcases “Best Practices” in a variety of teacher education institutions in the commonwealth countries at various stages of development. The case studies highlight initiatives undertaken by caring staff that resulted in “appreciable quality improvement within their institutional contexts. They are not necessarily to be emulated at other institutions without necessary adaptation and modification. The methodologies used in the case studies, however, can be adopted to test the quality indicators in other institutional and geographic settings to further improve teacher education programs. Wider sharing of best practices through networking among different countries and regions is expected to further standardize teacher education.”

While the 3 Volume Quality Assurance toolkit is a joint project of COL (Canada) and NAAC (India), a Manual for Self Appraisal of Teacher Education Institutions has

been developed by NAAC for institutional accreditation of TEIs in India. The manual provides overall guidelines for the process of assessment, accreditation and reaccreditations of TEIs, details the eligibility criteria and methodology of institutional assessment and provides the format for quantifiable institutional data.

The manual has identified seven criteria, similar to the six Key Areas identified in Volume 2 that TEIs have to demonstrate compliance with. These include:

1. Curricular Aspects
2. Teaching – Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance and Leadership
7. Innovative Practices

Each criterion has been mapped out in terms of inputs, through puts and outputs. Each TEI seeking accreditation of NAAC/NCTE has to develop and submit a detailed self study report demonstrating compliance with the detailed criteria. Recognizing the variety and diversity of TEIs in India the manual has assigned differential weightages to each of the seven criterion for University Departments of Education/Regional Institutes of Education, Institutes of Advanced Studies in Education and Affiliated/Consentient College of Education. The following table describes the differential weightages.

<b>Criteria</b>	<b>University Department of Education/ RIE</b>	<b>IASE/Autonomous College</b>	<b>Affiliated/ CTE/ Constituent College\ Department of Education of a Composite College</b>
<b>I - Curricular APECTS</b>	150 (15%)	100 (10%)	50 (5%)
<b>II- Teaching-Learning and Evaluation</b>	250 (25%)	350 (35%)	450 (45%)
<b>III- Research. Consultancy and Extension</b>	200 (20%)	150 (15%)	100 (10%)
<b>IV- Infrastructure and Learning Resources</b>	100 (10%)	100 (10%)	100 (10%)
<b>V- Student Support and Progression</b>	100 (10%)	100 (10%)	100 (10%)
<b>VI- Governance and Leadership</b>	150 (15%)	150 (15%)	150 (15%)
<b>VII- Innovative Practices</b>	50 (5%)	50 (5%)	50 (5%)
<b>Total Score</b>	<b>1000</b>	<b>1000</b>	<b>1000</b>

**Source: NAAC Manual**

## **7. Professional Standards for Teachers in Pakistan**

### **Proposed Ten Professional standards for teachers in Pakistan**

- I. Subject matter knowledge
- II. Human growth and development
- III. Knowledge of Islamic values
- IV. Instructional planning and strategies
- V. Assessment
- VI. Learning environment
- VII. Communication
- VIII. Collaboration and partnerships
- IX. Professional Development & Code of Conduct
- X. ICT Knowledge and cognition

# Composition of Professional Standards

Each Standard has 3 parts

**a. Knowledge (Content)**

**What the teacher knows**

**b. Dispositions**

**Behaviors, Attitudes,  
Values**

**c. Performances (Skills)**

**What the teacher can  
do and should be able  
to do**



## **Standard-1: Subject Matter Knowledge**

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

### **1. a. KNOWLEDGE**

*Teachers know and understand:*

- How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning.
- How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values.
- How to identify and teach to the developmental abilities of students, which may include learning differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

### **1. b. DISPOSITIONS**

*Teachers value and are committed to:*

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

### **1. c. PERFORMANCE AND SKILLS**

*Teachers apply:*

- Multiple paths to acquisition, comprehension and application of knowledge.
- Subject specific instructional/ pedagogical strategies.
- Learning theories to accommodate differences in student intelligence, perception, cognitive style and achievement levels.

## **Standard-2: Human Growth and Development**

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

## **2-a. KNOWLEDGE**

Teachers know and understand:

- How learning takes place in their classrooms.
- In depth knowledge of the subject matter and the relationship of that discipline to other content areas.
- The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of teaching the discipline.
- The processes and skills that help students to develop knowledge, skills and dispositions of reflective thinking and enable students to solve problems in classroom and out of the class.
- Individual differences among students.
- Diverse style of learning.
- Motivation strategies to achieve and excel.

## **2-b DISPOSITIONS**

Teacher value and are committed to:

- Appreciating multiple perspectives of knowledge and how it is beneficial to the learner.
- Relate knowledge to everyday life.
- Treat all students equitably.
- Positive self concept and achievement orientation of students.

## **2-c PERFORMANCE AND SKILLS**

Teachers engage in activities to:

- Promote 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.
- Make effective use of multiple representations and explanations of disciplinary concepts and link them to students' prior learning.
- Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.
- Foster cooperation and collaboration for collective problem solving.
- Develop and demonstrate skills to use instructional technologies.

**Standard-3: Knowledge of Islamic Ethical Values/Social Life Skills**

*Teacher understands the Islamic Ethical values and practices in the light of Quran / Sunna and other religious contexts.*

### **3-a KNOWLEDGE**

Teachers know and understand:

- How a person's life can be shaped by practicing Islamic/Ethical values.
- The negative impact of bias, prejudice, discrimination, social class, gender, race and language on the moral development of students and society.
- Maarroof (Good) and Munkir (Evil).
- Equality, justice, brotherhood, balance, tolerance and peace.
- Essential principals of Islamic values in the foundational texts.

### **3-b DISPOSITION**

*Teachers value and are committed to:*

- Respect for individual and cultural/religious differences, and appreciation of the basic worth of each individual and cultural/religious group.
- Tolerance and celebration of diversity.
- Disagree in an agreeable manner.
- Dialog as a means to conflict resolution.

### **3-c PERFORMANCE AND SKILLS**

*Teachers engage in activities to:*

- create a learning community in which individuals and their opinions are respected.
- signify Islamic/Ethical values, and provide guidelines to clarify their use in internal and external discourses.
- practice Islamic teachings in classroom and school to prevent the misunderstandings that can lead to the mischaracterization and even demonization of Islam and other faiths.
- use knowledge of Islam taking into account issues of social class, gender, race, ethnicity, language, age and special needs.
- create a safe and secure learning environment.

## **Standard-4: Instructional Planning and Strategies**

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

### **4-a Knowledge**

*Teachers know and understand:*

- To plan instructional strategies based on students' needs, developmental progress and prior knowledge.

- Availability of appropriate resources and materials for instructional planning.
- Techniques for developing/modifying instructional methods, materials and the environment to help all students learn.
- A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.
- General methods of teaching and classroom management.
- Special methods of teaching different discipline of knowledge.

#### **4-b DISPOSITIONS**

*Teachers value and are committed to:*

- The development of students' critical thinking, independent problem-solving and performance capabilities.
- Pedagogy of care, collaboration and cooperation.
- Team Work and cooperative learning.
- Multiple ways to solve problems.

#### **4-c PERFORMANCE AND SKILLS**

*Teachers engage in activities to:*

- Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs.
- Plan instruction based on knowledge of classroom, school and community culture.
- Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
- Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals.
- Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives.
- Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice and
- Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

Standard-5: Assessment

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

#### **5-a KNOWLEDGE**

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

#### **5-b DISPOSITIONS**

*Teachers value and are committed to:*

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

#### **5-c PERFORMANCE AND SKILLS**

*Teachers engage in activities to:*

- Develop and use teacher made tests for continuous internal evaluation of student performance
- Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
- Provide students with constructive feedback on their learning and encourage them to use data and self-assessment strategies to monitor their progress toward achieving personal goals.
- Accurately document and report assessment data and ongoing student achievement to parents and professional staff.
- Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.
- Help students engage in objective self assessment.

- Develop and use objective assessment tools to measure student progress.

## Standard-6: Learning Environment

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

### 6-a KNOWLEDGE

Teachers know and understand:

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

### 6-b DISPOSITIONS

Teachers value and are committed to:

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

### 6-c PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Develop and share classroom management and discipline plan.
- Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently.

- Create a cooperative classroom climate for all students, by practicing effective listening and group facilitation skills.
- Create a positive classroom climate which is socially, emotionally and physically safe.
- Establish and maintain appropriate standards of competitive behavior.
- Use instructional time effectively.
- Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

## Standard-7: Communication and Advocacy

*Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents.*

### 7-a KNOWLEDGE

Teachers know and understand:

- The importance of oral and written communication in the teaching and learning process.
- Positive feedback and reinforcement practices.

### 7-b DISPOSITIONS

Teachers value and are committed to:

- Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class.
- Being a thoughtful and responsive listener.
- Fostering diversity of opinions among students and celebrating it in the classroom.

### 7-c PERFORMANCE AND SKILLS

*Teachers engage in activities to:*

- Communicate clearly in Local Language/Urdu/ English using appropriate oral and written expressions.
- Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking.

- Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.
- Foster accurate reporting and sharing of facts, opinions and beliefs.
- Design and use student report cards

## Standard-8: Collaboration and Partnerships

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

### 8-a KNOWLEDGE

Teachers know and understand:

- The importance of effective school/home interactions that contributes to high-quality teaching and learning.
- The role of the school within the community and how to utilize partnerships to contribute to student learning and development.

### 8-b DISPOSITIONS

Teachers value and are committed to:

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

### 8-c PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences.
- Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing.



- Institute parent/family involvement practices that support meaningful communication, parenting skills to strengthen the teaching and learning environment of the school.
- Cultivate Knowledge of the surrounding community to enrich lessons and projects of study.
- Link schools with business, industry and community agencies.

## Standard-9: Continuous Professional Development and Code of Conduct

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

### 9-a Knowledge

Teachers know and understand:

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

### 9-b Dispositions

Teachers value and are committed to:

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

### 9-c PERFORMANCE AND SKILLS

Teachers engage in activities to:

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

- Uphold ethical behaviors in teaching, learning and assessment.

**Standard-10: Proficient Use of Information Communication Technologies**

*Teachers are able to use instructional and information communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.*

**10-a Knowledge**

Teachers acquire and demonstrate:

- Knowledge of operating and integrating instructional technologies in classroom and laboratory activities.
- Use of computers as instructional, research and evaluation tool.
- Demonstrate proficiency in the use of Operating Systems and Software for word processing, filing, research, data storage and presentation of information.
- Encourage students to use available diverse technical tools (Art Work, Videos, Cameras, Phones and computers in their learning activities) .

**10-b Dispositions**

- Teachers value the use of educational technologies
- Model proficient and ethical use of computers as an instructional tool
- Willing to develop and refine skills related to use of instructional technologies

**10-c Performances and Skills**

Teachers engage in activities to:

- Incorporate up to date information in lesson plans.
- Use diverse databases to supplement textbooks.
- Develop teacher made tests, assignments and their assessment through computers.
- Develop internet based collaborative study projects among students at different locations.

## **8. Standards based Quality Undergraduate Teacher Education Programs**

While transitional measures for improving the quality of pre- and in-service teacher preparation are necessary in the short run, real improvement in the educational system demands a fundamental, standards-based restructuring of programs to prepare elementary teachers for grades 1-8, specialist teachers for grades 6-10 and intermediate college teachers for grades 11-12. In addition postgraduate programs for preparing educational leaders (head teachers, school administrators at district level and policy planners at provincial levels) are to be developed with active involvement of Universities and their Faculties of Education.

HEC has developed a 124-136 credit hours BS Education (4 years) program as a part of an overall initiative to improve the quality of undergraduate teacher education according to recognized International Standards.

The following modified version for elementary (Grades 1-8) and secondary (6-10) teachers can be based on the proposed professional standards. They can lead to the development and incorporation of courses and instructional modules, in the 4-years degree program to be offered in University departments of education, affiliated Post-Graduate Colleges, GCTEs and Institutes of Education and Research.

The graduates of these programs may be granted salary and benefits of BPS 14. A system of incentives needs to be offered to non-degreed primary school teachers including tuition support and salary increments to encourage them to complete the 4-years degree program.

The following table provides a suggested BS Education program for preparing elementary and secondary school teachers at the initial level. The courses and modules listed in the table can be developed in detail to meet the proposed national professional standards. These programs can be offered through provincial Colleges of Elementary Education, Departments of Education in Post- Graduate affiliated Colleges and University Departments of Education. Given the numbers of new beginning teachers needed to achieve the goal of universal primary and secondary education by 2015 all provinces are encouraged to establish standards based teacher education programs in their GCEEs, RIEs and University Departments of Education.

## 8. a. BS Education for Beginning Elementary Teachers

1st year Semester – 1	Cr. H	Semester – II	Cr. H
Islamic Ethics for Scholars		Pakistan Studies	2
Functional English -1		Communication Skills-1	3
Computer literacy - 1		How Children Learn (Edu. Psych)	3
Reflective Practice		Elective–1 Math-1	3
Elective-1 General Science		Elective–II Social Science -2	3
Elective-II Social Science-1		Introduction to Edu. Statistics	3
Development of Education in Pak			
			17
2nd Year Semester –III	Cr. H	Semester – IV	Cr. H
Computer Applications	2	Sociological and Cultural Issues	3
Functional English –II	3	Classroom Assessment	3
Human Development	3	Communication Skills	3
Teaching and Learning Strategies (school visits)	3	General Methods of Teaching	3
Elective–1 Math-2	3	Classroom Field Experience	3
Elective–II Science Lab. Course	3		
	17		15
3rd Year Semester-V	Cr. H	Semester –VI	Cr. H
Philosophy of Education	3	Educational Research	3
Curriculum Mapping	3	Research Project and Report	3
Contemporary Issues and Trends in Education	3	Writing	
Pedagogy-1 Special Methods of Teaching Content	3	Short-term Internship	3
Pedagogy-II Classroom Management and Discipline	3	Inclusive Education (Exceptional Children)	3
		Pedagogy-I Methods of Teaching Mathematics	3
	15		15
4th Year Semester-VII	Cr. H	Semester – VIII	Cr. H
Comparative Education	3	Practice Teaching (Complete Semester)	12
School Management	3	Teaching Seminar	3
Pedagogy – I Methods of Teaching Language Arts	3		
Pedagogy –II Methods of Teaching Science	3		
Society, School and Teacher	3		
	15		15
<b>Total Credit Hours:</b>	130		

## 8. b. Undergraduate Program for Specialist Secondary School Teachers:

At the Secondary School level the future teachers are to complete a four year course of studies that includes 32 credit hours coursework in one discipline of knowledge to develop subject matter competence. These teachers can be designated as Specialist Teachers. Their 130 credit hours Scheme of studies may include the following:

### I. General Education (To be completed in the first two years, 30 Cr. Hrs.)

1. Functional English (I+II)	3+3
2. Islamic Ethics for Teachers	3
3. Computer Applications (I+II)	2+2
4. Pakistan Studies	2
5. Communication Skills (I+II)	3+3
6. Education Statistics	3
7. Applied Research Methods	3
8. Report Writing	3

Sub Total 30

### II. Content Area Education: (at least 32 Cr. Hrs)

At least 8-10 courses in one field of study to develop in depth subject matter competence. These courses will be taught by faculties in the academic departments. The students will complete at least 32 credit hours major including introductory, intermediate and advanced level courses. Sub total = 32 Cr. Hours.

### III. Supporting Electives (at least 18 Cr. Hrs.)

Students can choose coursework from a second field of studies to develop additional expertise to teach another subject. For example Science teachers can opt to study two scientific disciplines; a mathematics major may take coursework in computer science or business or statistics. Sub total 18 Cr. Hours.

### IV. Teaching Skills and Educational Foundation (50 Cr. Hours Coursework and Supervised Teaching Practice)

Core courses:

1. Development of Education in Pakistan	3
2. Society, School and Teachers	3
3. Philosophies of Education	3
4. Educational Psychology	3
5. Curriculum Development	3
6. Comparative Education	3
7. Classroom Assessment (I+II)	3+3
8. Educational Research	3

**Pedagogical Skills:**

1. General Methods of Teaching	3
2. Special methods of Teaching (Discipline of Knowledge)	3
3. Classroom Management	3
4. Development of Professional portfolios	3
5. Short Term Internship	3
6. Practice Teaching (Final Semester)	8

**Sub Total**

**50**

**Total**

**130 Cr. Hours**

Graduates of these programs can be given Salary and benefits of BPS 14 at least.

**9. Standards for Accomplished Teachers and Senior Subject Matter Specialists**

**Standard 1.** *Teachers are committed to improve their content knowledge through advanced postgraduate study and research in subjects of specialization and related disciplines of knowledge.*

**Supportive Evidence**

- Professional growth-plan on file
- Enrolment in University post-graduate program
- Transcripts demonstrating program completion phases

**Standard 2.** *Teachers create constructive classroom learning environment using diverse teaching and learning strategies and innovative methods.*

**Supportive Evidence**

- Course files and lesson plans
- Problem solving experiments and projects
- Student records of achievement

**Standard 3.** *Teachers manage, monitor and evaluate student learning outcomes and share results with stakeholders.*

**Supportive Evidence**

- Teacher-made test file including quizzes, tests, exams and assignments given.
- Records of assessment data
- Report cards
- Final examination scores and standardized test results

**Standard 4.** *Accomplished teachers share best practices and successful general and content specific methods of teaching with colleagues and beginning teachers.*

**Supportive Evidence**

- Professional portfolio of artifacts produced and used in classroom
- Formal classroom management plan
- Sample lesson plans and course syllabi

**Standard 5.** *Accomplished teachers participate in school improvement plans as leaders to improve student achievement in their subjects.*

**Supportive Evidence**

- Documentation of curriculum revision and replacement
- Record of initiatives taken and results achieved for improvements of school facilities
- Documentation of collaborative institutional planning
- Student achievement data driving institutional reform.

**Standard 6.** *Accomplished teachers mentor pre-service and in-service professional development activities as cooperating teachers and master trainers.*

**Supportive Evidence**

- Number of student-teachers supervised
- Data of pre-student teaching interns supervised
- Mentoring records of beginning teachers in the subject of specialization

**Standard 7.** *Accomplished teachers undertake applied action research projects to continuously refine their cognitive and pedagogical skills and share the results with other professionals.*

**Supportive Evidence**

- Results reports produced
- Informal sharing within school and formal sharing in in-service teacher development programs
- Publication reports in newspapers, professional magazines and journals

### **MS Education for Subject Specialists**

Advanced Content Area Course	18 CH
Work in a major or minor field	
Advanced Problem Solving	03 CH
Applied Research	03 CH
Thesis / Research Project	06 CH
	-----
Total	30 CH

The graduates of this program may be granted salary and benefits of BPS 18.

## **10. Standards for Educational Leaders (Head Teachers, District Education Officers)**

**Standard 1.** *Candidates acquire and demonstrate knowledge and skills to articulate communicate and implement educational vision and mission of School or District to students, staff, parents and community.*

### **Supportive Evidence**

- Candidates have produced a shared vision and mission statement and used it to promote a positive school culture
- Candidates effectively communicate the vision among staff and students to build a shared commitment to excellence.
- Candidates have devised strategies to share the vision and mission statements widely in the community and all stakeholders
- Promote academic and non-academic activities to increase community support and involvement in schools.

**Standard 2.** *Candidates plan and promote a culture of educational excellence among staff, faculty and students through the use of best practices of student learning, designing a challenging instructional program, and commitment to high achievement.*

### **Supportive Evidence**

- Candidates have collaboratively developed school improvement plans
- Instituted accountability procedures to evaluate staff performance
- Developed and used high stakes testing and assessment strategies to measure student learning outcomes
- Promote competitive activities to motivate high student achievement

**Standard 3.** *Candidates acquire and demonstrate knowledge and skills of effective management and deployment of human, physical and fiscal resources to promote a community of learners dedicated to high intellectual physical, moral and material growth.*

### **Supportive Evidence**

- Master School Schedule reflects curriculum design and available staffing
- Attention to and list of extra curricular, intramural, sports and athletics programs to foster healthy bodies and minds.
- Foster ethical sportsmanship and institutional loyalty.

**Standard 4.** *Candidates acquire and demonstrate knowledge and skills of implementing calendar based curriculum mapping to promote acquisition, comprehension, applications and evaluation of knowledge and cognitive skills.*

### **Supportive Evidence**



- Demonstrate skills of curriculum design, development and refinement to meet diverse needs of learners
- Apply effective Course, Unit and Lesson planning activities to promote classroom instruction. Teachers plans are reviewed regularly
- Demonstrate instructional leadership skills to encourage faculty and support staff to use diverse instructional methodologies supporting student learning.
- Facilitate and engage staff in using best instructional practices based on research
- Encourage staff to participate in collaborative curriculum planning.

**Standard 5.** *Candidates demonstrate knowledge and skills to implement continuous professional development program for staff through career ladder, adult learning strategies and promoting commitment to life-long learning.*

**Supportive Evidence**

- Demonstrate use of adult learning principals for continuous professional developments,
- Institute staff mentoring programs for collaborative professional growth,
- Use of professional development portfolios to document professional growth.

**Standard 6.** *Demonstrate knowledge and skills of increased resource acquisition through enhanced community support to facilitate student learning.*

**Supportive Evidence**

- Engage in long-range planning to seek additional resources for curricular, co curricular and sports activities
- Allocate and use fiscal, human and other resources equitably for balanced growth of learners.
- Activities to promote school and community interaction.

**Standard 7.** *Candidate demonstrates acquisition and effective use of information and communication tools and technologies for instructional and organizational management purposes.*

**Supportive Evidence**

- Candidates acquire, use and promote technical resources and information communication systems to enrich curriculum and instruction
- Candidates use technology to collect, store, interpret and analyse school data for school improvement and site-based management.

## **M.Ed (Hons) Education for Educational Leaders**

### Scheme of Studies

<b>Concepts of Educational Planning</b>	<b>3 CH</b>
<b>Educational Management and Leadership</b>	<b>3 CH</b>
<b>Calendar Based Curriculum Mapping</b>	<b>3 CH</b>
<b>School Improvement Strategies</b>	<b>3 CH</b>
<b>Continuous Professional Development of Teachers</b>	<b>3 CH</b>
<b>Economics and Funding of Education</b>	<b>3 CH</b>
<b>Qualitative and Quantitative Research Methods</b>	<b>3 CH</b>
<b>Applied Research</b>	<b>3 CH</b>
<b>Thesis/ Research Project</b>	<b>6 CH</b>
	-----
<b>Total</b>	<b>30 CH</b>

The proposed M.Ed (Hons) program is designed to prepare educational leaders with specific areas of specialization to meet the critical need for school improvement and continuous professional development of teachers.

According to the recently notified new Scheme of Studies applied computer skills are to be taught during class VI – VIII. English is to be taught as subject of instruction from class one and mathematics and Science are to be taught in English from class III onwards. To successfully implement these guidelines at the school level and in the districts educational policy planners and managers are needed to act as catalytic change agents.

Graduates of the proposed program are to be put in a special management service cadre with a minimum starting salary and benefits of BPS grade 18.

## **11. Accreditation of Institutions and Programs of Teacher Education**

The proposed national professional standards for teachers provide a foundational framework identifying the key characteristics of quality teachers. To prepare prospective teachers according to these standards and to provide continuous professional development opportunities for practicing teacher, a major effort is needed to develop policies and procedures to accredit institutions and programs of teacher education at the diploma, undergraduate and post graduate levels.

Accreditation is a well-defined and elaborate process of quality assurance through which programs and institutions offering them are critically appraised by peer and experienced educators. Accreditation System is designed to ascertain whether the academic aims and objectives of the program are being achieved through available human, physical and fiscal resources and that the institutions running the programs have the needed capacity to attract, enroll and graduate teachers who have attained the knowledge, skills and dispositions implicit in the professional standards.

### **Need of Accreditations:**

The prevailing system of teacher preparation at the federal and provincial levels not only lacks uniformity but operates without any overt, objective norms and criteria of performance appraisal. A well designed process of accreditation facilitates development and refinement of objective criteria of assessment and their application to determine the institutional ability to produce intellectually competent, caring and ethically committed teachers. HEC has recommended the establishment of Accreditation Council for Teacher Education (ACTE). The Council has been established with the task of developing the detailed eligibility criteria and process of institutional and programmatic accreditation of teacher preparation programs at various levels.

### **Process of Accreditations:**

A four stage process of accreditation of teacher education institutions and programs has been internationally recognized as described in the earlier sections of this report.

**Stage 1:** Formal Institutional request submitted to ACTE for a quality assessment visit along with detailed data demonstrating compliance with ACTE eligibility criteria.

**Stage 2:** Institutional self-study is prepared highlighting analysis of Strengths, Weaknesses, Opportunities and Threats facing the institutions and how institutional policy making structures have been created to develop and implement teacher education programs. The self study is not a self serving report but a candid, collaborative effort involving administrative staff, faculty, students and public school officials where student do field work, to reflect an accurate description of institutional profile. The institutional self study provides data of institutional past, present and future directions to rejuvenate its professional activities to meet or exceed the accreditation criteria.

**Stage 3:** Site visit to verify the details provided in the institutional self study by experienced professional educators. Typically the peer review team consists of a team leader well versed with accreditation criteria and at least one technical expert for each program offered. Site visit typically is of three days duration during which team members study the documentary evidence and exhibits provided by the institution. Team members interview institutional leaders, faculty, staff, currently enrolled students, graduates and their employers. They also visit the school sites to interview cooperating teachers and students who are doing internship and teaching practice. A detailed report is written and provided to the institution within 30 days. Institutions are given opportunity to review the report and if needed write a rejoinder correcting any factual error that might have crept in the report inadvertently. At the end of site visit the team leader typically meets with institutional leadership for exit interview to share highlights of the report.

**Stage 4:** Final outcome is determined by the Accrediting Council based on the recommendations of the peer review team and institutional rejoinder. The council may grant full accreditation valid for five/seven years, provisional accreditation with identification of weakness to be removed within a stipulated period of time or deny accreditation.

The process also calls for renewal of accreditation at the end of each cycle to maintain institutional credibility.

### **Proposed criteria for Accreditation**

#### **Criterion 1: Governance and Organizational Management**

*The institution has transparent governance structure with clearly defined roles and responsibilities of administrative leadership, faculty, staff and students who collaboratively plan, promote and monitor quality of program offerings.*

#### **Supporting Evidence:**

- Program documents e.g. prospectus, schedules of course offerings, admission, retention and graduation policies
- Minutes of committees, Councils, Boards to plan academic programs, policies and procedures governing them
- Documented assessment and grading policies

#### **Criterion 2: Human Resources: Faculty and staff.**

*The institution has qualified scholar teachers to instruct, guide, supervise and model best professional practices of teaching, research and support.*

**Supportive Evidence:**

- Faculty and staff data, (qualifications, rank, experience and areas of specialization)
- Transparent recruitment, retention, promotion and assessment policies are in place
- Professional development opportunities and policies that support such activities

**Criterion 3:** Human Resources: Students

*The institution has transparent policies for student admission, academic performance grading and assessment.*

**Supportive Evidence:**

- Admission criteria are publicly stated and widely advertised and followed
- Academic results, awards, distinctions and passing rates are readily available
- Available follow up survey data of graduates
- Available employer survey data

**Criterion 4:** Financial Resources:

*The institution has adequate developmental and recurring budget resources to ensure quality of academic programs and support services.*

**Supportive Evidence:**

- Operating and development budgets for the period under review
- Sources of revenue e.g. government grants, tuition, philanthropy
- Data of budget allocation and utilization
- Salaries, wages and working conditions

**Criterion 5:** Physical Infrastructure

*The institution has adequate space and physical facilities including classrooms, well-equipped laboratories, faculty offices, library materials, recreational and residential facilities.*

**Supportive Evidence:**

- Campus master plan of physical facilities
- Designated instructional spaces
- Library facilities and materials acquisition policies
- Laboratories and equipment

**Criterion 6:** Teaching – Learning Process

*The institution provides evidence of student learning, teaching effectiveness and acquisition of breadth of knowledge any skills.*

**Supportive Evidence:**

- Course syllabi and course content files
- Academic calendar, schedules of course offerings and practical field work in schools
- Internal and external evaluation procedures
- Schedules and lists of extra curricular activities

**Criterion 7:** Filed Experiences

The institution and its school partners have collaboratively developed and implemented program of sequential, supervised and evaluated practical experiences including student teaching.

**Supportive Evidence:**

- Records of on-site placement
- Cooperating teacher evaluation
- Artifacts produced and used by the candidates
- Lesson plans and unit plans developed and implemented
- Professional teacher portfolio

**Criterion 8:** Assessment System

The institution has an assessment system for formative and summative evaluation of students, programs, faculty and staff and uses assessment data for program refinement.

**Supporting Evidence:**

- Student assessment records
- Committee minutes for program refinements
- Faculty assessment policies

**Criterion 9:** Instructional and Communication Technologies

The institution has an instructional technology plan to acquire and use ICT for teaching, research and administrative record keeping.

**Supportive Evidence:**

- Technology policy
- Training modules to infuse technology in classroom activities
- Computer use policies
- Technology proficiency requirement

It is recommended that ACTE develop and implement accreditation system to produce quality teachers, educational leaders and teacher educators at the federal and provincial levels. The provinces are encouraged to use the standards and criteria to develop provincial policies and procedures for institutional and program accreditation and teacher certification.

Draft

## **12. Recommendations**

1. A national consensus of stakeholders needs to be developed about the proposed standards through stakeholder meetings in all provinces and at Islamabad. Two meetings in Balochistan and Sindh have been held as interactive workshops and others have been scheduled. These consultative workshops have been attended by provincial policy planners, faculty and administrators of PITEs and Bureau of Curriculum Planning and officials of the provincial Ministries of Education. Each consultative workshop provided opportunities for critical review of the standards to reach consensus through group discussion.
2. These standards may be utilized to revise/develop the curricula of teacher education and training modules.
3. The educators/teacher trainers need to be familiarized with these standards to develop detailed modules of teacher training and clinical practice.
4. The Provincial Governments may ensure that the professional standards are incorporated in all teacher training institutions and programs for initial and advance professional development of teachers and other educators.
5. The Federal Ministry of Education and Education Departments of the Provinces should regularly assess and revise these standards to ensure visible and crucial changes in respect of teacher's curriculum, teaching methods, teaching practices and examination/ assessment.
6. The standards may provide a base- line for certification of teachers in the country.
7. To develop assessment tools to evaluate their impact on teachers.
8. These standards may form the basis for accrediting teacher education institutions and programs.
9. National Council for Teacher Education needs to be developed through an Act of Parliament.
10. Detailed policies, procedures and quantifiable measures for institutional accreditation using these foundational standards need to be developed and implemented.
11. University based four year degree programs need to be developed using the proposed standards for initial certification of beginning teachers and advanced Masters level programs be developed for accomplished teachers and educational leaders.



<b>Key Area I</b>	<b>Curriculum Design and Planning</b>
<b>1. QUALITY ASPECT</b>	<b>Institutional Vision</b>
Quality Indicator 1	There is a clear statement of the vision and mission, which reflects the teacher education goals and objectives, and is compatible with the regional national and global expectations.
<b>2. QUALITY ASPECT</b>	<b>Process of Curriculum Design</b>
Quality Indicator 2	Curriculum is visualized with adequate and appropriate interfacing of various curricular components including the goals and objectives through active deliberations
Quality Indicator 3	The program has clearly laid down modalities, policies and regulation for implementation of curriculum.
Quality Indicator 4	It is ensured that there is no mismatch between the visualized curriculum inputs and the envisaged duration of the programme.
<b>3. QUALITY ASPECT</b>	<b>Curriculum content</b>
Quality Indicator 5	The operational curriculum is visualized with adequate flexibility to include and effectively reflect the emerging concerns and expectations from a school teacher.
Quality Indicator 6	The institution has a practice of time allocation and scheduling for conceptual inputting (theory) through a process of deliberations.
Quality Indicator 7	The operational curriculum content is designed in such a way that it has adequate inputs for development of attributes expected in a school teacher.
Quality Indicator 8	While working out the details of operational curriculum it is ascertained that the theoretical and practical inputs are appropriately dovetailed to provide a comprehensive understanding.
Quality Indicator 9	The operational curriculum content has ample scope for varied learning situations both at the institution as well as at the school filed levels.
<b>4. QUALITY ASPECT</b>	<b>Curriculum Revision</b>

Quality Indicator 10                      The basis for curriculum revision emerges from the need to achieve the stated objectives effectively.

Quality Indicator 11                      The institution undertakes curriculum revision on a regular basis in the form of continual deliberations on the substance, adequacy and updatedness.

## **Key Area II**

## **Curriculum Transaction and Evaluation**

### **5. QUALITY ASPECT**

#### **Induction / Orientation**

Quality Indicator 12                      Comprehensive orientation is given to freshers about the institution and the program.

Quality Indicator 13                      The institution has evolved its own process of induction through out every year and takes place at the commencement of the programme.

### **6. QUALITY ASPECT**

#### **Transaction of Theory**

Quality Indicator 14                      The various courses of theoretical study are provided in order to develop an understanding and appreciation of teacher in a holistic educational perspectives through dynamic learning experiences.

Quality Indicator 15                      The instructional processes are geared to develop reflective thinking and practice both individually and in groups.

Quality Indicator 16                      Curriculum activities reflect interconnectedness among the various components of the programme.

Quality Indicator 17                      The staff and students have access to technology and information retrieval on current and relevant issues.

### **7. QUALITY ASPECT**

#### **Transaction of Practical Experiences**

Quality Indicator 18                      Adequate preparation for practice of teaching is provided through various in-house hands-on experiences including simulated practice.

Quality Indicator 19                      The school-based experiences are comprehensive and varied to include exposure not only to instructional role of teachers but also the other roles and functions of the teacher.

Quality Indicator 20                      The process of nurturance and mentoring of student teachers is visualized and institutionalized.

Quality Indicator 21                      The learning experiences are followed by feedback, reflection and follow-up.

**8. QUALITY ASPECT                      Assessment and evaluation**

Quality Indicator 22                      Apart from grading and certification the institution employs assessment and evaluation outcomes for enhancing competence of students.

Quality Indicator 23                      The evaluation protocol used by the institution for the programme is comprehensive in its coverage of objectives.

Quality Indicator 24                      The mechanism employed for gathering, consolidating and disseminating evaluation data reflects fairness and transparency.

Quality Indicator 25                      The institution employs ICT extensively in assessment and evaluation activities of the program.

**9. QUALITY ASPECT                      Teacher and Teaching**

Quality Indicator 26                      Teachers function as a team of efficient professionals.

Quality Indicator 27                      Teachers take initiative to learn recent pedagogic techniques to innovate and continuously seek improvement in their work and visualize and carry out curriculum transaction according to the nature of the enrolled student groups.

Quality Indicator 28                      Teachers provide a variety of learning experiences including individual, collaborative learning experiences and there is flexibility in their implementation.

**Key Area III                                      Research, Development and Extension**

**10. QUALITY ASPECT                      Research and Development**

Quality Indicator 29 Teachers explore better ways of functioning and build upon their experiences systematically.

Quality Indicator 30 Necessary learning material and organizational arrangement are discerned and developed by teachers and utilized as part of regular practice.

Quality Indicator 31 The institution has the practice of appraising its work through in-house research, institutionalize innovative practice and undertake formal sponsored research projects relevant in institutional and national contexts.

Quality Indicator 32 The institution adopts policies and strategies for adequate technology employment and to use it for learning enhancement.

**11. QUALITY ASPECT Community Engagement**

Quality indicator 33 Learning activities have a visible element for developing sensitivities towards community issue, gender disparities, social inequity, and similar issues.

Quality indicator 34 There exists a preparedness for and incidence of extending service to other academic institutions.

**Key Area IV Infrastructure and Learning Resources**

**12. QUALITY ASPECT Physical Infrastructure**

Quality indicator 35 The physical infrastructure of the institute is suitable and adequate for effectively implementing the program.

Quality indicator 36 The institution has sufficient resources for regular upkeep for the physical infrastructure.

**13. QUALITY ASPECT Instructional Infrastructure**

Quality indicator 37 The teaching-learning material, ICT facilities laboratories and learning resource center necessary for implementing the programmed are available and utilized on a regular basis.

**14. QUALITY ASPECT****Human resources**

Quality indicator 38

Institution has well evolved processes for recruitment and retention of staff as well as judicious process of co-opting staff.

Quality indicator 39

Teachers seek to gain professional development through participating in in-house discussion and professional fora.

Quality indicator 40

Efforts are made to up grade professional competence of not only academic but also administrative staff.

**Key Area V****Student Support and Progression****15. QUALITY ASPECT****System Efficiency**

Quality indicator 41

The quality of the product of the programme is satisfactory in terms of expectations from the field.

Quality indicator 42

The reasons for drop out are acceptable and the dropout rate of the programme is well within the expected limits.

Quality indicator 43

Institution shows concern for student's progression to higher studies and to a teaching career as well as their retention in it.

**16. QUALITY APECT****Feedback Mechanism**

Quality indicator 44

Institution values feedback and is responsive to feedback not only from within but also from schools and other external stakeholders.

Quality indicator 45

The institution has a comprehensive feedback system in place through which relevant data/ information is collected and collated.

Quality indicator 46

There are evidences to show that feedback is used for development.

**17. QUALITY ASPECT****Diagnosis and Remedial Program**

Quality indicator 47	The concern for the development of students is reflected in the student monitoring system in place.
Quality indicator 48	Progress in implementation of the programme and extent of achievement of students are monitored, discussed and weaknesses identified for remediation.
Quality indicator 49	Institution plans and provides additional value added courses in relevant areas of specialization and remedial programmes as per the requirements of the students.

**18. QUALITY ASPECT      Guidance and Counseling Service**

Quality indicator 50	Institution has a well structured, organized proactive guidance and counseling unit which is accessible to all students.
Quality indicator 51	The institution has qualified staff and faculty for providing guidance and counseling services.
Quality indicator 52	The guidance and counseling unit provides for activities contributing to a holistic development of the students.

**19. QUALITY ASPECT      Admission Procedure**

Quality indicator 53	The institution has an admission policy which is appropriate, clear, inclusive and widely publicized.
Quality indicator 54	Institution adheres to the defined admission criteria and the admission procedures ensure a fair and transparent admission process.

**20. QUALITY ASPECT      Social, Cultural and Leisure Activities**

Quality indicator 55	The institution has infrastructure and facilities for social, cultural and leisure time activities for the students.
Quality indicator 56	The institution promotes active participation of students in social, cultural and leisure time activities.

## **Key Area VI**

## **Organization and Management**

### **21. QUALITY ASPECT**

#### **Internal Coordination and Management**

Quality indicator 57

The institution clearly defines the roles and functions of staff involved and they collectively identify activities as well as evolve modalities for implementation.

Quality indicator 58

Functional mechanisms are evolved for ensuring optimization for efficient use of available resources and regular monitoring of the activities at different levels.

Quality indicator 59

The institution analyses the information obtained on monitoring and the outcomes are communicated to the concerned leading to corrective measures for improving the effectiveness of activities.

Quality indicator 60

The institutional leadership adopts professional management approach.

Quality indicator 61

Gender sensitivity is reflected in the various aspects of institutional functioning.

### **22. QUALITY ASPECT**

#### **Academic Calendar**

Quality indicator 62

The institution prepares an academic calendar reflecting all the activities of the programme every year on the basis of deliberations.

Quality indicator 63

The activities contained in the academic calendar are for optimizing effective and coordinated use of available resources.

### **23. QUALITY ASPECT**

#### **Faculty Recruitment**

Quality indicator 64

The faculty recruitment is made by the institution in accordance with laid down procedure that attracts competent and qualified persons.

Quality indicator 65

The institution follows a selection procedure that is clear and transparent and/or follows the stipulated requirements by relevant regulatory body.

Quality indicator 66                      The recruited staff has a pay and reward system that is at par with that of other institution and as per the existing norms.

**24. QUALITY ASPECT                      Financial Governance**

Quality indicator 67                      The institution has adequate financial resource to run in the programme without any financial constraints.

Quality indicator 68                      The fee structure for the programme is transparent with least unexpected add on expenditures to be incurred by the students.

Quality indicator 69                      The sources of income for the programme in particular and the institution in general are legitimate and known.

Quality indicator 70                      There exists a transparency in financial management of the institution in terms of incomes and expenditure.

Quality indicator 71                      The incomes and expenditure of the institution are subjected to regular internal and external audit.

**25. QUALITY ASPECT                      Academic Quality and Management**

Quality indicator 72                      The institution has mechanisms to undertake internal academic audit for the programme.

Quality indicator 73                      In the management of the programme the institution adopts a participatory approach involving all the employees

Quality indicator 74                      The institution uses a management information system for running the programme.

Quality indicator 75                      Mechanisms are evolved for regular performance appraisal of the faculty members by the peers and the head of the institution.

\* *Quality Assurance Tool-Kit for Teacher Education Institutions Commonwealth of Learning (COL) and National Assessment and Accreditation Council (2007)*



## **Bibliographic References**

Academy for Educational Development (2006). Performance Gap Analysis and Training Needs Assessment of Teacher Training Institutions. Pakistan Teacher Education and Professional Development Program.

Academy for Educational Development (2005). Directory of Teacher Education/Training Institutes in Pakistan. Draft.

Academy for Educational Development (2004). Pakistan Teacher Education and Professional Development Program. National Conference on Teacher Education in Pakistan. December 20-22, 2004. Islamabad.

Aga Khan University Institute for Educational Development, Pakistan and Society for the Advancement of Education (2004). Effectiveness of In-service Teacher Education Programmes Offered by the University of Education, Lahore. Commissioned by DFID.

Anzar, Uzma (1999). Education Reforms in Balochistan 1990-1998: A Case Study in Improving Management and Gender Equity in Primary Education. Study commissioned by the Commonwealth Secretariat, United Kingdom and the World Bank, Washington, D.C.

Butt, Irfan Majeed and Ikhtisar Ali (2006). Review on National Education Census Database Structure Provided by Federal Bureau of Statistics. National Educational Management Information System and Academy of Educational Planning and Management.

Butt, Mahmood and Fawad Shams(2007) Report on Quality Assurance of Teacher Education Programs conducted by DSD Lahore-Punjab. UNESCO Project.

Commonwealth of Learning (COL) and National Assessment and Accreditation Council, India (2007) Quality Assurance in Higher Education: An Introduction.

Commonwealth of Learning (COL) Canada and National Assessment and Accreditation Council, India (2007) An Anthology of Best Practices in Teacher Education.

Darling-Hammond, L. (2000). Teacher quality and student achievement: a review of state policy evidence. *Education Policy Analysis Archives*. 8(1). <http://epaa.asu.edu/epaa/v8n1/>

Darling-Hammond, L. & Bransford, J. (2005). *Preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass

Darling-Hammond, L. & Youngs, P. (2002). Defining “highly qualified teachers”: What does “scientifically-based research” actually tell us? *Educational Researcher*, 9(3), 13-25.

Directorate of Curriculum and Teacher Education, NWFP (2006). Revised PC-1 Cost Rs. 1035.319 Million – Performa for Development Project: Capacity Building of Elementary Teachers Training Institutions (Education, Training & Manpower). Planning Commission, Government of Pakistan.

Directorate of Staff Development, Lahore (2006) Transforming Teacher Development in Punjab: A Conceptual Framework.

Directorate of Staff Development, Punjab, Lahore (2006). Continuous Professional Development Framework for Primary School Teachers. Professional Development for Quality Learning.

Directorate of Staff Development, Punjab, Lahore (2006). Quality Assurance Mechanism for Trainings at Directorate of Staff Development, Punjab.

“England: Initial Teacher Training”. International Review of Curriculum and Assessment Frameworks Internet Archive (supported by Qualifications and Curriculum Authority, England). Available at [www.inca.org.uk/1320.html](http://www.inca.org.uk/1320.html).

European Commission (2005). *Common European Principles for Teacher Competencies and Qualifications*. Brussels: European Commission.

Eurydice (2002). *The Teaching Profession in Europe. Report 1: Initial Training and Transition to Working Life. General Lower Secondary Education*. Brussels: Eurydice.

Eurydice (2006). *Quality Assurance in Teacher Education in Europe*, Eurydice European Unit, 2006 <http://www.eurydice.org>

Government of Balochistan (2006). Canada Pakistan Debt Conversion Fund Project CIDA July 2006 to June 2011. Bureau of Curriculum and Extension Centre, Balochistan, Quetta.

Government of Pakistan National Education Policy (1998-2010) Review. Position Paper by International Development Partners. 29 May, 2006.

Government of Pakistan (2006). Quality and Standards in Education: Identifying Challenges and Solutions: Teacher Education and Assessments. Group Discussion. National Education Conference. Ministry of Education.

Government of Pakistan (2006). “Matrix of Previous Policies”. National Education Conference 2006: Delegate Brief. Ministry of Education.

Government of Pakistan (2006). Group Discussion: Education Governance. National Education Conference 2006. Ministry of Education.

Government of Pakistan (2005). National Education Census 2005. Manual of Instructions for Enumerators/Supervisors. Ministry of Education. Academy of Educational Planning and Management and Statistics Division, Federal Bureau of Statistics.

Government of Pakistan. (2001). "Local Government Ordinance 2001".

Government of Pakistan (1966). Report of the Commission on Student Problems and Welfare.

Government of Pakistan (1959). Report of the Commission on National Education.

Government of Pakistan (1947). Proceedings of The Pakistan Educational Conference. Held at Karachi. 27 November to 1 December, 1947. Ministry of the Interior (Education Division).

Government of Pakistan (2006). National Education Conference 2006: Delegate Brief. Ministry of Education.

Hatfield, Randy L. (2006). "Preparation of a Strategic Framework for Teacher Professional Development Policy: Workplan". Commissioned by UNESCO. Islamabad, Pakistan.

Higher Education Commission, Pakistan (2005). Pakistan Accreditation Council for Teacher Education Rules, 2005.

Idara-e-Taleem-o-Aagahi (2006). Recommendations from Teachers.

Levy, Jack (2004). Teacher Education Standards and Their Role in Education Reform. Presentation made at the National Teacher Training Conference, Academy for Educational Development.

Lewin, Keith M. and Janet S. Stuart (2003). Researching Teacher Education: New Perspectives on Practice, Performance and Policy- Multi-Site Teacher Education Research Project (MUSTER)". Synthesis Report.

Lynd, D. (2006). Review of the Pakistan National Education Census. Report to the Academy of Educational Planning and Management.

Lynn Davies, "Teacher Education, Gender and Development" in C.Brock (ed) Global Perspectives on Teacher Education (Oxford: Triangle, 1997).

Ministry of Education (2002). Education Sector Reforms, Action Plan 2001-2004. Government of Pakistan. Islamabad.

Ministry of Education (2001). National Plan of Action on Education For All 2000-2015 Pakistan. Government of Pakistan. Islamabad.

Ministry of Education (1998). National Education Policy 1998-2010. Government of Pakistan. Islamabad, Pakistan.

Ministry of Education (1979). "National Education Policy 1979". Government of Pakistan.

Ministry of Education Curriculum Wing. (2006) National Scheme of Studies, Government of Pakistan. Islamabad.

National Assessment and Accreditation Council (NAAC), India (2007) Manual for Staff Appraisal of Teacher Education Institutions.

National Board for Professional Teaching Standards (2005). *Framework of National Board Standards and Certificates*. [www.nbpt.org/standards/stds](http://www.nbpt.org/standards/stds)

National Council for Accreditation of Teacher Education (2006). Professional Standards for the Accreditation of Schools, Colleges and Departments of Education. Washington, DC: NCATE.

NWFP Directorate of Curriculum and Teacher Education and Directorate of Education Extension, AJK (2006). Workbook - Training of Teachers in Earthquake Affected Areas. Abbottabad.

OECD (2005) *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. Paris: OECD.

Shami, Pervez A. (2006). Standards for Education and Standards for Teacher Education, Academy of Educational Planning and Management, Ministry of Education, Islamabad, Pakistan.

Shami, Pervez A., Shah Dawood and Mirza Tauhiduddin Ahmad (2005). National Education Core Indicators and Regional Comparison. Academy of Educational Planning and Management, Ministry of Education. Islamabad.

Teacher Education Accreditation, A review of National and International Trends and Practices (2006). Australian Institute for Teaching and School Leadership.

UNESCO (2006). *Roundtable on Teacher Education: Major Objectives of Teacher Education*.

Wise, A. (2000). Standards and Teacher Quality: Entering the New Millennium. *Phi Delta Kappan*. 81(3), 612-16,621

World Bank and Department for International Development (2005). Teacher Management and Reform Study, NWFP.

World Bank (2006). Program Document for a Proposed Third Punjab Education Sector Development Policy Credit. Report No. 35441-PK.

World Bank (2005). Program Document for a Proposed Sector Development Policy Credit to the Islamic Republic of Pakistan for a Second Education Sector Development Policy Credit for the Government of Punjab Province. Report No. 31519-PK.

Draft