

INTRODUCTION

Background

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

Besides, as our education is entangled with complex quality problems, to address this, the Ethiopian government designed a strategy for education development which serves as the overarching framework by giving high priority to quality improvement at all levels.

(As it is stated in the GEQIP, 2008, p.65) a teacher licensing system will be developed to enhance standards and provide incentives for teachers to develop their skills, and performance. This will include setting in place performance criteria for promoting teachers to different levels in the system. For the effectiveness of all these, it necessitates to produce globally competent teachers and improve the quality of education as the whole. The development of this standard, by Teachers and Education Leaders Professional Licensing and Relicensing Directorate, is not a newly start at national level. Teachers Development Program (TDP) has already built it up on the significant work undertaken since 2007.

(Teachers Development Program Blue Print 2007. P.23.and National Teachers' Professional Competency Standard Framework, 2007.)

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

Rational

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

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

Similar to this, the national learning assessment of grade 8 and 4 students 2008 showed that students' achievement was below the standard.

The Science and Mathematics Education of Ethiopia (SMASEE), 2011 report also showed that mathematics and science teachers have lack of the necessary facilitation skills to lead group discussion question and answer activities, demonstration skills, improvisation, skills, Planning effective lesson Plan and generally lack of content mastery. In addition to these, other filled visit reports showed results in the same way. If similar studies conducted on other subjects, one can assume that the result wouldn't be far from these.

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

- Improve the quality of education helping teachers receive professional licensing that will enhance their responsibility

and accountability to implement a quality oriented teaching & learning process (ESDP IV, 2010).

- guide teachers' professional development & career sources.
- help to discover how teachers could progress at every stage of their career.
- give due attention for teachers training and produce competent ones.
- help teachers begin with the standard to tie the strategies and activities that match their own intelligence, learning styles & modalities.
- “With it” teachers exhibit a passion for teaching and they still in a love of learning.

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

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

Purpose of the National Professional Standard for Teachers

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

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

Organization of the National Professional Standards for Teachers

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

The Standards are interconnected, interdependent and overlapping.

The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement. In

Practice, teaching draws one aspect of all the three domains.

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

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

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

2.1 DOMAINS OF TEACHING

❖ *PROFESSIONAL KNOWLEDGE*

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

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

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

Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use

❖ *PROFESSIONAL ENGAGEMENT*

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

Information and Communication Technology to contextualize and expand their students' modes and breadth of learning.

❖ *PROFESSIONAL PRACTICE*

Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behavior management Plans. They use sophisticated communication techniques.

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

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

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

Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for

students. They understand the links between school, home and community in the social and intellectual development of their students.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

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

Standard 1: Know students and how they learn

Standard 2: Know the content and how to teach it

Standard 3: Plan for and implement effective teaching and learning

Standard 4: Create and maintain supportive and safe learning environments

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

Standard 6: Engage in professional learning

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

2.2 STANDARDS AND THEIR DESCRIPTORS

The standards and their descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.

The stages are dynamic and not related to length of service. A teacher may operate at any stage at any of stages teaching career. For

example, teachers with limited classroom experience may demonstrate some of the standards in all of the stages.

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

2.3 PROFESSIONAL CAPABILITY AT FOUR CAREER STAGES

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

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

❖ **GRADUATE TEACHERS**

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

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

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching

practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

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

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

❖ **PROFICIENT TEACHERS**

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

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

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

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

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

❖ **ACCOMPLISHED TEACHERS**

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

Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They

regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

They maximize learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.

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

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

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

They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents/caregivers and community members.

❖ LEAD TEACHERS

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

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

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

They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this

information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

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

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

DEFINITION OF KEY TERMS

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

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

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

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

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

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

The Evidence Guide comprises six sections:

- **Critical Aspects of standard:** - describe what is required to successfully complete the teaching activity. It tells the assessor what evidence is essential for successful performance. It identifies the essential: product evidence, knowledge evidence and process evidence.
- **Underpinning knowledge:** - summarizes the essential knowledge that needs to be applied in teaching activities or knowledge that may need to be applied to perform teaching to the required standard.

- **Underpinning Skills:** - provides the assessor with a summary of skills needed to achieve the elements and performance indicators in the standards.
- **Methods of Assessment:-** identifies the ways in which evidence of standards must be collected.
- **Context of Assessment:-**The Context for Assessment section indicates where the standards should be assessed.

PROFESSIONAL KNOWLEDGE

STANDARD 1- KNOW THE STUDENTS AND HOW THEY LEARN							
PROFESSIONAL CAREER STAGES	<i>Graduate</i>		<i>Proficient</i>		<i>Accomplished</i>		<i>Lead</i>
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge to demonstrate the positive values, attitudes and behavior they expect from children and young people, and uses a variety of learning styles.</i>		<i>This unit describes knowledge of teachers that meet diverse student learning needs through consistent application of a wide range of effective teaching strategies and the uses of technology that fosters both independent and collaborative learning</i>		<i>This unit describes knowledge of teachers having a critical understanding of the most effective teaching, learning and behavioral management strategies.</i>		<i>This unit describes how teachers model innovation in the uses of exemplary, highly-responsive and inclusive teaching strategies that effectively meet the specific learning needs of an individual or group of students</i>
ELEMENT	PERFORMANCE CRITERIA						
	GRADUATE		PROFICIENT		ACCOMPLISHED		LEAD
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
1.1 Demonstrate Physical, social, intellectual and emotional	1.1.B1 Utilizes the whole school (physical and human) as an environment to enhance student	1.1.J1 Uses teaching strategies based on knowledge of students' physical, social	1.1.T1 values and encourages student risk taking shows flexibility	1.1.H1 Identifies the learning needs of individuals and or groups of students, providing an	1.1.A1 Applies learning theory to accommodate differences in students	1.1.L1 Give support to his Colleagues on understanding of the students development	1.1.S1 Help other educators evaluate students for the purpose of instructional

<p><i>development and characteristics of students-</i></p>	<p>learning</p> <p>1.1.B2. Prepares purposeful and sequential learning experiences that integrate learning areas and are responsive to student interests and learning styles</p> <p>1.1.B3 different roles in the instructional process based on the content and purposes of learning experiences</p> <p>1.1.B4 Identifies learning outcomes for individuals and groups that are matched to students developmental needs and are consistent with national curriculum requirements</p> <p>1.1.B5 Responds to students emotional needs by providing appropriate support</p>	<p>and intellectual development and characteristics to improve student learning</p> <p>1.1.J2 Applies an understanding of human development and learning theory to the design of learning experiences Identifies the learning needs of individuals and or groups of students, providing an inclusive <i>learning</i> environment</p>	<p>and adjusts approach to be inclusive of students' learning styles and need</p> <p>1.1.T2 Provides frequent opportunities for students to engage in learning experiences that promote problem solving, critical thinking, inquiry and creativity s</p>	<p>inclusive <i>learning</i> environment</p> <p>1.1.H2 Identifies barriers that inhibit student learning and achievement</p>	<p>intelligence, perception, cognitive style and achievement levels</p>	<p>1.1.L2 Helps Colleagues and other teachers to evaluate the student for the purpose of instructional Planning activities</p>	<p>Planning activities</p>
<p>1.2Understand how students learn</p>	<p>1.2.B1 Encourages students to take responsibility for</p>	<p>1.2.J1 Encourages students to set personal goals for</p>	<p>1.2.T1 Structures real-life, practical</p>	<p>1.2.H1 Designs appropriate learning strategies to achieve learning</p>	<p>1.2.A1 Initiates dialogue with colleagues, specialists, parents and other</p>	<p>1.2.L1 Leads the design and implementation of strategies to</p>	<p>1.2.S1 Leads processes to evaluate the effectiveness of teaching programs</p>

<p>attaining learning goals</p> <p>1.2.B2</p> <p>Builds relationships with students by establishing and maintaining rapport and valuing each student as an individual</p> <p>1.2.B3</p> <p>Makes the purpose of learning experiences explicit to students and links new concepts to prior knowledge</p> <p>1.2.B4</p> <p>Uses praise and encouragement to foster students' self-esteem and to promote investment in effort</p> <p>1.2.B5</p> <p>Facilitates collaborative learning processes</p> <p>1.2.B6</p> <p>Respects and values the native language and dialects of their students and uses students' current language skills to achieve content-area</p>	<p>learning 1.2.J2</p> <p>Assists students to Plans appropriate learning strategies to achieve personal goals</p> <p>1.2.J3</p> <p>Prompts students to monitor and reflect on the effectiveness of personal learning strategies implemented to attain goals</p> <p>1.2.J4</p> <p>Allows students to assume control over aspects of the teaching and learning processes, where appropriate</p>	<p>learning experience s that motivate and engage students</p> <p>1.2.T2</p> <p>Provides opportunities for student to ask and investigate personal questions of interest</p> <p>1.2.T3</p> <p>Establishes and communicates explicit expectations for student learning and provides clear directions and instructions to students to support their engagement with learning experiences</p>	<p>goals</p> <p>1.2.H2</p> <p>Gathers information about learners' previous experiences from a range of sources</p> <p>1.2.H3</p> <p>Implements a learning strategy that responds to the learning needs of an individual or a group of students</p> <p>1.2.H4</p> <p>Assists students to learn how to learn</p>	<p>caregivers in order to inform the development of options for addressing specific learning needs</p> <p>1.2.A2</p> <p>Documents the specific learning needs of students</p> <p>1.2.A3</p> <p>Selects from a repertoire of purposeful, authentic, relevant strategies that match learner characteristics</p>	<p>assess individual student abilities, learning style and needs</p> <p>1.2.L2</p> <p>Designs and implement strategy that helps students learn by themselves</p>	<p>using school based research and knowledge about how students learn</p> <p>1.2.S2</p> <p>Leads colleagues to select and develop teaching strategies to improve student learning</p>
--	---	--	---	---	---	--

	learning goals						
1.3. <i>Understands students with diverse linguistic, cultural, religious and socioeconomic backgrounds</i>	1.3.B1 Models respect for students’ diverse cultures ,language skills and experiences 1.3.B2 Accepts and values students diversity and treats students equitably	1.3.J1 Modifies Communication styles to be inclusive of diverse student needs	1.3.T1 Implements teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	1.3.H1 Supports for and addresses barriers to culturally responsive teaching in school environment	1.3.A1 Makes students fill the cultural environment gap in teaching learning	1.3.L1 Evaluates and revises school learning and teaching programs, using expert and community knowledge and experience to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds	1.3.S1 Leads colleagues how to evaluates and revises school learning and teaching programs, using expert and community knowledge to experience and meet the diverse needs of students with different backgrounds
1.4 <i>Differentiate teaching to meet the specific learning needs of students with special needs</i>	1.4.B1 Makes provisions inclusive of individual students with particular learning needs 1.4.B2 Identifies gifted students based on established practices 1.4.B3 Respects students as individuals with different experiences, skills, talents and interests 1.4.B4	1.4.J1 Seeks and uses support to gifted students from specialists and other sources of expertise to enhance student learning 1.4.J2 Identifies the learning needs of individuals and or groups of	1.4.T1 Tailors learning experiences according to individual students’ learning styles and needs 1.4.T2 Identifies and supports students with disability and at-risk students based on established	1.4.H1 Collaboratively develop and implement learning Plans for gifted students 1.4.H2 Collaboratively develops and implements learning Plans for students with disability and	1.4.A1 Adapt the pace and depth of curriculum to meet the needs of those students whose performance is advanced or below level 1.4.A2 Fosters respect and sensitivity in providing challenging and inclusive learning programs	1.4.L1 Modifies learning experiences to be inclusive of the learning styles and needs of individuals or groups of students 1.4.L2 Leads colleagues to evaluate the effectiveness of learning and	1.4.S1 Initiates and leads the developments of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or national policies. 1.4.S2 Advocates within the school woreda

	listens and responds to students questions, comments, opinions, thoughts, ideas and silences 1.4.B5 Seeks and uses support to students with disability and at-risk students from specialists and other sources of expertise to enhance student learning	students, providing an inclusive learning environment	practices	at –risk students 1.4.H3 Examines and manages the differences in learning styles among individuals or groups of students		teaching programs to differentiate for the specific learning needs of students across the full range of abilities. 1.4.L3 Provides individualized programs, support and instructions for students with specific needs	and broader community to ensure that students with disability and at risk students have access to all appropriate learning opportunities and resources
--	--	---	-----------	---	--	--	--

VARIABLES	RANGE
<i>Physical, social and intellectual development</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ Physical usually covers a child's motor skills (i.e., actually moving around and learning how to uses their body). Physical development would mean a child is in touch w/ their body, understands that their movements have consequences, knows how to control their movements, etc. ✓ Intellectual refers to a child's intellectual development. It's pretty straight-forward. They learn how to critically think, develop ideas, create things through thought, etc ✓ Emotional refers to a child's ability to control their emotions, get and keep in touch w/ their feelings, understanding that others have feelings, realize that certain actions will prompt an emotional response (if you touch a hot stove, you'll cry). ✓ Social means the child is learning how to get along in society among their peers. They learn how to play in isolation vs. group play, share, compromise, fit in vs. feeling alone, etc.
<i>Learning styles</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ various approaches or ways of learning such as visual learners; auditory learners, kinesthetic learners or tactile learners, sequential learners, intuitive learners, reflective learners; etc ✓ involve educating methods, particular to an individual, that are presumed to allow that individual to learn best
<i>Learning outcomes</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program.

VARIABLES	RANGE
	<ul style="list-style-type: none"> ✓ identify what the learner will know and be able to do by the end of a course or program. ✓ Program Learning Outcomes :describe the essential knowledge, skills and attitudes required by graduates of the program ✓ Course Learning Outcomes :reflect what the faculty and the community collectively identify as the essential knowledge, skills and attitudes required by practitioners in the subject area ✓ Instructional Objectives :describe in detail the behaviors that students will be able to perform at the conclusion of a unit of instruction such as a class, and the conditions and criteria which determine the acceptable level of performance
<i>Learning theory</i>	<p>May include but not limited to</p> <ul style="list-style-type: none"> ✓ Behaviorism ✓ Cognitive ✓ Constructivism ✓ Informal and post-modern theories ✓ Transformative Learning Theory ✓ Other learning theories
<i>Learning needs</i>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> ✓ Identify what skills and knowledge the learners already have ✓ Highlight skills/knowledge/competencies that need developing ✓ Identify any obstacles or difficulties which may arise ✓ Outline and define expectations and goals ✓ Establish need and demand for the course you have in mind ✓ Determine what can realistically be achieved given the available resources ✓ Identify clearly what students wish to achieve ✓ Increase the sense of ownership and involvement of the student ✓ Achieve a correct fit between the provider and student, i.e., the course matches student needs and expectations ✓ Identify the content that best suits students needs ✓ Provide information about your student group - know your audience
<i>Inclusive learning</i>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> ✓ Realistic Plans to maximize delivery of an inclusive learning strategy ✓ Follow-up of early drop-out ✓ Teaching students with learning difficulties ✓ Finding out students who have not disclosed their disability. ✓ Talk to disabled students about what is best for them.
<i>Cognitive style</i>	<p>May include but not limited to:</p>

VARIABLES	RANGE
	<ul style="list-style-type: none"> ✓ Individual differences in the extent and intensity of attention resulting in variations in the vividness of experience and the span of awareness ✓ Individual variations in remembering that pertain to the distinctiveness of memories and the tendency to merge similar events ✓ Individual consistencies in the speed and adequacy with which alternative hypotheses are formed and responses made ✓ Individual differences in the tendency to categorize perceived similarities among stimuli in terms of separate concepts or dimensions
<i>Instructional Planning</i>	<p>May include but not limited to:-</p> <ul style="list-style-type: none"> ✓ setting <i>learning goals</i> ✓ Making practical <i>pedagogical decisions</i> about the nature of the learning experience. ✓ involves the preparation necessary to meet the individual needs of the classroom members ✓ Selecting and sequencing appropriate <i>activity types</i> to combine to form the learning experience ✓ Selecting formative and summative <i>assessment strategies</i> that will reveal what and how well students are learning ✓ Selecting <i>tools and resources</i> that will best help students to benefit from the learning experience
<i>Learning goals</i>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> ✓ The specific, measurable, attainable, realistic and time targeted (SMART goals) objectives set with, by and for students.
<i>Personal goals for learning</i>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> ✓ the behaviors, knowledge or understandings that students identify as important to their own learning ✓ can help students close the gap between what they have achieved and what they want to achieve
<i>Learning strategies</i>	<p>May include but not limited to</p> <ul style="list-style-type: none"> ✓ used by students to help them understand information and solve problems. ✓ a person's approach to learning and using information
<i>Learning strategy instruction</i>	<p>May include but not limited to</p> <ul style="list-style-type: none"> ✓ focuses on making the students more active learners by teaching them how to learn and how to uses what they have learned to solve problems and be successful.
<i>Learning and Teaching programs</i>	<p>May include but not limited to</p> <ul style="list-style-type: none"> ✓ An organized and sequenced program of teaching activities and strategies; assessment strategies and resources.
<i>Culturally responsive teaching</i>	<p>May include but not limited to</p> <ul style="list-style-type: none"> ✓ a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning ✓ Some of the characteristics of culturally responsive teaching are: ✓ Positive perspectives on parents and families ✓ Communication of high expectations ✓ Learning within the context of culture ✓ Student-centered instruction

VARIABLES	RANGE
	<ul style="list-style-type: none"> ✓ Culturally mediated instruction
<i>Established practices,</i>	<p>May include but not limited to</p> <ul style="list-style-type: none"> ✓ <i>scientifically-based</i> or <i>evidence-based practices,</i> ✓ methods that have significant and convincing empirical evidence supporting their effectiveness. Positive results can be expected when knowledgeable and skilled professionals, in collaboration with parents and families, uses these methods
<i>At-risk students</i>	<p>May include but not limited to</p> <ul style="list-style-type: none"> ✓ used to describe students who are "at risk" of failing academically, for one or more of any several reasons. ✓ used to describe a wide variety of students, including those who are academically disadvantaged, those who are disabled, those who are characterized by low socioeconomic status, and students on a probationary status.
<i>Critical Thinking</i>	<p>May include but not limited to</p> <ul style="list-style-type: none"> ✓ skillful, responsible thinking that facilitates good judgments because it relies upon criteria, is self-correcting, and is sensitive to context. ✓ skills includes focusing, information gathering, referencing, organizing, analyzing, integrating, and evaluation.
<i>Federal Standards</i>	<p>Define the knowledge and skills teachers should have within their education careers.</p> <p>The standard ;</p> <ul style="list-style-type: none"> ✓ aligned with college /university and work expectations, ✓ are clear, understandable and consistent, ✓ Include rigorous content and application of knowledge through high-order skills and evidence-based.

EVIDENCE GUIDE							
	GRADUATE	PROFICIENT		ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
Critical aspects of competence	<ul style="list-style-type: none"> ✓ Prepares purposeful and sequential learning experiences that integrate learning areas and are responsive to student interests and learning styles ✓ Assumes different roles in the instructional process based on the content and purposes of learning experiences ✓ Identifies learning outcomes for individuals and groups that are matched to students developmental needs and are consistent with national and regional curriculum requirements ✓ Encourages students to take increasing responsibility for attaining learning goals ✓ Makes the purpose of learning experiences explicit to students and links new concepts to prior knowledge ✓ Facilitates collaborative learning processes 	<ul style="list-style-type: none"> ✓ Using teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning ✓ Applies an understanding of human development and learning theory to the design of learning experiences ✓ Shows flexibility 	<ul style="list-style-type: none"> ✓ Provides frequent opportunities for students to engage in learning experiences that promote problem solving, critical thinking, inquiry and creativity ✓ values and encourages student risk taking shows flexibility and adjusts approach to be inclusive of students' learning styles and 	<ul style="list-style-type: none"> ✓ Identifies the learning needs of individuals and or groups of students, providing an inclusive learning environment ✓ Identifies barriers that inhibit student learning and achievement ✓ Apply learning theory to accommodate differences in students intelligenc 	<ul style="list-style-type: none"> ✓ Collaboratively develop and implement learning Plans for gifted students ✓ Collaboratively develops and implements learning Plans for students with disability and at-risk students ✓ Adapt the pace and depth of curriculum to meet the needs of those students whose performance is advanced or below level 	<ul style="list-style-type: none"> ✓ Support colleagues' understanding of student development and help other teachers evaluate students for purpose of instructional Planning ✓ Lead processes to evaluate the effectiveness of teaching programs using school based research and knowledge about how students learn ✓ Lead the design and implementation of strategies to 	<ul style="list-style-type: none"> ✓ Evaluates and revises school learning and teaching programs, using expert and community knowledge and experience to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ Provides individualized programs, support and instructions for students with specific

	<ul style="list-style-type: none"> ✓ Models respect for students' diverse cultures ,language skills and experiences ✓ Modifies communication styles to be inclusive of diverse student needs ✓ Identify gifted students based on established practices ✓ listens and responds to students questions, comments, opinions, thoughts, ideas and silences ✓ Seeks and uses support to students with disability and at –risk students from specialists and other sources of expertise to enhance student learning 	<p>and adjusts approach to be inclusive of students' learning styles and needs</p> <ul style="list-style-type: none"> ✓ Encourages students to set personal goals for learning ✓ Structures real-life, practical learning experiences that motivate and engage students ✓ Implements teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious 	<p>need</p> <ul style="list-style-type: none"> ✓ Assists students to Plans appropriate learning strategies to achieve personal goals ✓ Establishes and communicates explicit expectations for student learning and provides clear directions and instructions to students to support their engagement with learning experiences ✓ Identify and support students 	<p>e, perception , cognitive style and achievement levels</p> <ul style="list-style-type: none"> ✓ Implement a learning strategy that responds to the learning needs of an individual or a group of students ✓ Selects from a repertoire of purposeful , authentic, relevant strategies that match learner characteristics ✓ Gathers information about learners' previous experiences from a 		<p>assess individual student abilities, learning style and needs</p> <ul style="list-style-type: none"> ✓ Lead colleagues to select and develop teaching strategies to improve student learning ✓ Designs and implements strategy that helps students learn by themselves 	<p>needs</p> <ul style="list-style-type: none"> ✓ Initiates and leads the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or national policies. ✓ Advocate within the school ,district and broader community to ensure that students with disability and at –risk students have access to all appropriate learning opportunities and
--	---	--	--	---	--	---	--

		and socioeconomic backgrounds	with disability and at – risk students based on established <i>practices</i>	range of sources ✓ Supports for and addresses barriers to culturally responsive teaching in school environments		resources
--	--	-------------------------------	--	--	--	-----------

Underpinning Knowledge	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Physical, social and intellectual development and characteristics of students and how this may affect learning ✓ Research into how students learn and the implications for teaching ✓ teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities ✓ legislative requirements and teaching strategies that support participation and 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Using teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning ✓ Structure teaching programs using research and collegial advice about how students learn ✓ Designing and implementing teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ Developing teaching activities that incorporate 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Selecting from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students ✓ Expanding understanding of how students learn using research and workplace knowledge ✓ Supporting colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ Evaluating learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities. ✓ Identifying the learning needs 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Leading colleagues to select and develop teaching strategies ✓ Leading processes to evaluate the effectiveness of teaching programs ✓ Evaluating and revising school learning and teaching programs ✓ Leading colleagues to evaluate the effectiveness of learning and teaching programs ✓ Initiating and leading the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or national policies.
-------------------------------	--	--	---	--

	learning of students with disability	differentiated strategies to meet the specific learning needs of students across the full range of abilities <ul style="list-style-type: none"> ✓ Designing and implementing teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirement 	of individuals and or groups of students, providing an inclusive learning environment <ul style="list-style-type: none"> ✓ Working with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability 	
Underpinning Skill	Demonstrate skills in: <ul style="list-style-type: none"> ✓ applying a professional knowledge base to the design of learning experiences ✓ Promoting student learning ✓ Catering for individual student learning styles and needs ✓ Managing teaching and learning processes 	Demonstrate skills in: <ul style="list-style-type: none"> ✓ Fostering the development of independence in student learning ✓ Providing learning experiences that promote problem solving, critical thinking, enquiry and creativity ✓ Initiating appropriate and purposeful opportunities for students to work collaboratively ✓ Integrate uses of ICT to enhance student learning 	Demonstrate skills in: <ul style="list-style-type: none"> ✓ Identifying barriers that inhibit student learning and achievement ✓ implementing processes to gauge the ongoing effectiveness of the teaching strategy ✓ Gathering information about learners previous experiences from a range of sources ✓ Examining and manages the differences in learning styles among individuals or groups of students ✓ Collaboratively developing and implementing learning Plans for gifted students, students with disability and at –risk students ✓ Adapting the pace and depth of curriculum to meet the needs of students 	Demonstrate skills in: <ul style="list-style-type: none"> ✓ Supporting colleagues’ understanding of student development ✓ Leading the design and implementation of strategies to assess individual student abilities, learning style and needs ✓ Modifying learning experiences to be inclusive of the learning styles and needs of individuals or groups of students ✓ Providing individualized programs, support and instructions for students with specific needs
Assessment methods	<ul style="list-style-type: none"> ✓ Competency may be accessed through: Class room observation: Teacher’s reflection Interview / Oral Questioning, written exam, Portfolio 			
Context of assessment	<ul style="list-style-type: none"> ✓ Competency may be assessed in the workplace 			

PROFESSIONAL KNOWLEDGE

STANDARD 2	KNOW THE CONTENT AND HOW TEACH IT							
STANDARD CODE	<i>G002</i>	<i>P002</i>		<i>A003</i>		<i>L003</i>		
STANDARD DESCRIPT OR	<i>This unit describes the required knowledge of teachers to provide evidence of their knowledge of content and pedagogy through their performances in the class room.</i>	<i>This unit describes the required knowledge of teachers having mastery over the subject(s) they teach and have a deep understanding of the history, structure and real-world applications of the subject and its appropriate pedagogy.</i>		<i>This unit describes teachers having a more developed knowledge and understanding of their subjects/curriculum areas and pedagogy including how learning progresses within them.</i>		<i>This unit describes teachers having an extensive and deep knowledge and understanding of their subjects/curriculum areas and pedagogy</i>		
ELEMENT	<i>PERFORMANCE CRITERIA</i>							
	<i>GRADUATE</i>		<i>PROFICIENT</i>		<i>ACCOMPLISHED</i>		<i>LEAD</i>	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>	
2.1 Know content and teaching strategies of the teaching	2.1.B1 Links key concepts, principles and theories across the curriculum and to life applications	2.1.J1 Promotes the development of critical and creative thinking, problem-	2.1.T1 Evaluates teaching resources and curriculum materials for their	2.1. H1. Articulates a rationale for the teaching strategy selected to meet the specific learning needs of	2.1A1 Gathers and analyses information from a variety of sources to judge the effectiveness of	2.1L1 Leads initiatives within the school to evaluate and improve knowledge of content and	2.1.S1 Designs evaluation strategies to determine the effectiveness of teaching strategies	

<p>area</p>	<p>2.1.B2 Possesses knowledge of curriculum materials and resources in designing learning experiences</p> <p>2.1B3 possesses an understanding of human development and learning theory to the design of learning experiences</p> <p>2.1.B4 Engages students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;</p> <p>2.1.B5 Uses multiple representations and explanations of disciplinary concept stat capture key ideas</p> <p>2.1.B6 Uses teaching resources and curriculum materials for their</p>	<p>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;</p> <p>2.1.J2 Designs learning experiences that take account of the key concepts, principles and theories, including those outlined in the curriculum framework</p> <p>2.3.1J3 Makes effective uses of multiple representation s and</p>	<p>completeness, accuracy and usefulness for representing particular ideas and concepts</p> <p>2.1.T2 Uses effective communication strategies to convey ideas (such as using vocabulary appropriate to students</p>	<p>an individual or group of students</p> <p>2.1.H2 Identify strategies to create learning experiences that make subject matter meaningful for students,</p> <p>2.1.H3. Implements processes to gauge the ongoing effectiveness of the teaching strategy in meeting student learning needs</p> <p>2.1.H3 uses evaluation strategies to determine the effectiveness of teaching strategies in addressing specific learning needs</p>	<p>teaching strategies in meeting specific learning needs</p> <p>2.1A2 Analyses information collected from various sources to determine specific learning needs</p> <p>2.1.A3 Recommends modifications or enhancements to teaching strategies based on findings of evaluation processes</p> <p>2.1.A4 Supports colleagues to implement a learning strategy that responds to the learning needs of an individual or a group of students</p>	<p>teaching strategies</p> <p>2.1L2 Demonstrates exemplary teaching of subjects using effective, research-based learning and teaching programs. Supports colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs</p>	<p>in addressing specific learning needs</p> <p>2.1S2 Leads colleagues to establish and communicate explicit expectations for student learning and provides clear directions and instructions to students to support their engagement with learning experience</p>
--------------------	--	--	--	--	---	---	---

	completeness, accuracy and usefulness' for representing particular ideas and concepts	explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding					
2.2 Know content selection and organization	2.1.B7 Structures learning experiences to ensure students have a sense of purpose	2.2.J1 Organizes, allocates and manages time, materials and physical space to support learning	2.2.T1 Structures learning experiences, encouraging students to learn from their peers and from other members of the school community	2.2.H1 Exhibit Innovative practice in the selection and organization of content and delivery of learning and teaching programs	2.2.A1 Supports colleagues on how to supplement innovative practices on the learning & teaching programs	2.2.L1 Leads initiative that Utilize Comprehensive content knowledge to improve the selection and sequencing of content into coherently organized learning and teaching programs.	2.2.S1 Leads colleagues to utilize comprehensive content knowledge to improve the selection and sequencing of content into coherently organized learning and teaching programs.

<p>2.3. Uses curriculum, assessment and reporting</p>	<p>2.3.B1 Understands and uses the structure of the curriculum framework</p> <p>2.3.1B2 Uses assessment and reporting knowledge to identify the content appropriate to students' level of understanding</p> <p>2.3.1B3 Identifies major disciplines underpinning each of the learning areas</p> <p>2.3.1B4 Explains how learning areas are interconnected and how they link to overarching outcomes</p> <p>2.3.1B5 Demonstrates sound knowledge of key concepts and processes of learning associated with relevant learning areas</p> <p>2.3.1B6 Articulates core values, learning and assessment principles underpinning the curriculum</p> <p>2.3.1B7 Gathers classroom-based data and</p>	<p>2.3.1J1 Identifies information required to support the improvement of curriculum materials</p> <p>2.3.1J2 Collects, analyses and presents information to support the improvement of curriculum materials</p> <p>2.3.1J4 Disseminates information related to the improvement of curriculum materials</p> <p>2.3.1J5 Develops a Plans to facilitate effective implementation of the curriculum</p> <p>2.3.1J6 Establishes and implements systems to monitor the effectiveness of the curriculum</p>	<p>2.3.1.T1 Establishes a process for reviewing a curriculum materials are commendations on modifications or enhancements of curriculum to the curriculum designers</p> <p>2.3.1.T2 Participates in the preparation of Plans to evaluate the effectiveness of curriculum policy or other programs using a variety of information sources</p> <p>2.3.1.T3 Recommends modifications or enhancements to curriculum implementation and/or revision based on the findings of evaluation processes</p> <p>2.3.1.T4 Encourages members of the school community to provide feedback</p>	<p>2.3.1H1 Identifies and analyses sources of information related to contemporary educational issues, trends and research that might influence curriculum implementation</p> <p>2.3.1H2 Analyses the school's goals and strategic Plans to establish direction for curriculum implementation</p> <p>2.3.1H3 Consults with colleagues and members of the school community to confirm proposed directions for curriculum implementation</p> <p>2.3.1H4 Articulates and applies knowledge of research to the implementation of curriculum</p> <p>2.3.1H5 Ensures the involvement of all students in the improvement of curriculum materials</p>	<p>2.3.1A1 Responds to curriculum issues, problems and concerns identified using comprehensive through monitoring processes</p> <p>2.3.1A2 Provides individual assistance to teachers involved in the implementation of a curriculum</p> <p>2.3.1A3 Communicates the developed Plans to facilitate the effective implementation of curriculum</p>	<p>2.3.1L1 Leads colleagues to develop learning and teaching programs</p> <p>knowledge of curriculum, assessment and reporting requirements</p> <p>2.3.1L2 Support colleagues to Plans and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements</p> <p>2.3.1L3 Promotes and leads colleagues to the effective implementation of curriculum</p>	<p>2.3.1S1 Contributes to the effective functioning of professional teams by initiating and facilitating the ownership of team and school processes on the effectiveness of curriculum and assessment implementation.</p> <p>2.3.1S2 Considers both the intended and unintended outcomes of a curriculum or other program's implementation</p>
--	---	---	---	---	--	---	--

	<p>information required to support curriculum revision</p> <p>2.3.1B8 Adjusts classroom practices as required to ensure consistency with curriculum and program initiatives</p> <p>2.3.1B9 Identifies relevant curriculum support documents</p> <p>2.3.1B10 Uses understanding of curriculum processes and learning theory to support contributions to team discussions</p> <p>2.3.1B11 Cooperates with team members in order to formulate team responses to curriculum issues while respecting the views of others</p> <p>2.3.1B12 Seeks further information and support from team members to clarify identified tasks</p>		<p>on the effectiveness of the curriculum implementation.</p>				
--	--	--	---	--	--	--	--

<p>2.4. Know literacy and numeracy strategies</p>	<p>2.4.1B1. Uses literacy and numeracy teaching strategies and their application in teaching areas 2.4.2B2 Uses literacy skills in all content areas and helps students construct meaning and make sense of the world through reading, writing, listening, speaking and viewing.</p>	<p>2.4.1J1 Uses concepts inherent in numeracy and helps students represent physical events, work with data and reasons to communicate mathematically, and make connection with in their respective content areas in order to solve problems</p>	<p>2.4.1T1 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.</p>	<p>2.4.1.H1 Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.</p>	<p>2.4.1.A1 Design & develop effective strategies to improve students literacy & numeracy achievements ;</p>	<p>2.4.1.L1 Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.</p>	<p>2.4.1.S1 Lead Colleagues to uses research data and give feedback on students literacy & numeracy achievements</p>
<p>2.5. Uses Information and Communication Technology (ICT)</p>	<p>2.5.1.B1 Uses a range of instructional resources and ICT within and across student learning experiences 2.5.2.B2 Encourages students to select and uses appropriate instructional resources and ICT to enhance their thinking and to further their conceptual understanding 2.5.3.B3 Checks students have equitable access to ICT</p>	<p>2.5.1 J1 Implements learning experiences that uses ICT to support the attainment of Planned learning outcomes 2.5.2 J2 Provides opportunities for students to uses ICT for a variety of purposes: for example, to support inquiry, advance communication, extend access to resources and encourage expression of ideas</p>	<p>2.5.1 T2 Manages access to ICT resources that is inclusive of all students and facilitates the achievement of outcomes 2.5.2 .T3 Adjusts uses of ICT to be inclusive of students' learning styles and needs.</p>	<p>2.5.1.H2 Creates ICT enriched, authentic, multidisciplinary learning activities</p>	<p>2.5.1.A2 Facilitates students' access to ICT to meet their learning needs</p>	<p>2.5.1.L2 Lead and support colleagues within the school to select and uses ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students</p>	<p>2.5.1.S2 Consults colleagues to search appropriate ICT that fits their learning experiences</p>

VARIABLES	RANGE
<i>learning and assessment principles</i>	<ul style="list-style-type: none"> ✓ emphasises the interactions between learning and manageable assessment strategies that promote learning ✓ clearly expresses for the student and teacher the goals of the learning activity ✓ reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark ✓ provides ways for students to use feedback from assessment ✓ helps students take responsibility for their own learning ✓ inclusive of all learners

EVIDENCE GUIDE							
	GRADUATE	PROFICIENT		HIGHLY ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
Critical aspect	<ul style="list-style-type: none"> ✓ Links key concepts, principles and theories across the curriculum and to life applications ✓ Possesses knowledge of curriculum materials and resources in designing learning experiences ✓ possesses an understanding of human development and learning theory to the design of learning experiences ✓ Engages students in formulating and testing hypotheses according to the methods of inquiry and standards of 	<ul style="list-style-type: none"> ✓ Promotes the development of critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of 	<ul style="list-style-type: none"> ✓ Identifies, collects, analyses and presents information to support the improvement of curriculum materials ✓ Recommends modifications or enhancements to curriculum implementation or other programs 	<ul style="list-style-type: none"> ✓ Articulates a rationale for the teaching strategy selected to meet the specific learning needs of an individual or group of students ✓ Identifies strategies to create learning experiences that make subject matter 	<ul style="list-style-type: none"> ✓ Responds to curriculum issues, problems and concerns identified through monitoring processes ✓ Provides individual assistance to teachers involved in the implementation of a curriculum. ✓ Supports colleagues to 	<ul style="list-style-type: none"> ✓ Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies ✓ Demonstrate exemplary teaching of subjects using effective, research-based learning and teaching 	<ul style="list-style-type: none"> ✓ Leads colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements. ✓ Supports colleagues to Plans and

	<p>evidence within the discipline;</p> <ul style="list-style-type: none"> ✓ Uses teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts ✓ Organizes, allocates and manages time, materials and physical space to support learning ✓ Uses assessment and reporting knowledge to identify the content appropriate to students' level of understanding ✓ Explains how learning areas are interconnected and how they link to overarching outcomes ✓ Articulates core values, learning and assessment principles underpinning the curriculum ✓ Gathers classroom-based data and information required to support curriculum revision ✓ Cooperates with team members in order to formulate team responses to curriculum issues while respecting the views of others ✓ Uses literacy and numeracy teaching 	<p>inquiry and standards of evidence within the discipline;</p> <ul style="list-style-type: none"> ✓ Designs learning experiences that take account of the key concepts, principles and theories, including those outlined in the curriculum framework ✓ Evaluates teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts 	<p>based on the findings of evaluation processes.</p> <ul style="list-style-type: none"> ✓ Applies knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement 	<p>meaningful for students,</p> <ul style="list-style-type: none"> ✓ Gathers and analyses information from a variety of sources to judge the effectiveness of teaching strategies in meeting specific learning needs ✓ Exhibits innovative practice in the selection and organization of content and delivery of learning and teaching programs ✓ Analyses the school's goals and strategic Plans to establish direction for curriculum implementation ✓ Articulates 	<p>implement effective teaching strategies to improve students' literacy and numeracy achievement</p> <ul style="list-style-type: none"> ✓ Creates ICT enriched, authentic, multidisciplinary learning activities 	<p>programs.</p> <ul style="list-style-type: none"> ✓ Supports colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs ✓ Signs evaluation strategies to determine the effectiveness of teaching strategies in addressing specific learning needs ✓ Leads colleagues to establish and communicate explicit expectations for student learning and 	<p>implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</p> <ul style="list-style-type: none"> ✓ Considers both the intended and unintended outcomes of a curriculum or other program's implementation ✓ Monitors and evaluates the implementation of teaching strategies within the
--	---	---	---	--	--	---	---

	<p>strategies and their application in teaching areas</p> <p>✓ Uses a range of instructional resources and ICT within and across student learning experiences</p>	<p>✓ Uses effective communication strategies to convey ideas (such as using vocabulary appropriate to students age and interests), ask questions and stimulate discussions</p> <p>✓ structures learning experiences , encouraging students to learn from their peers and from other members of the school community</p> <p>✓ Implements learning experiences that uses ICT to support the</p>		<p>and applies knowledge of research to the implementation of curriculum</p> <p>✓ Ensures the involvement of all students in the improvement of curriculum materials</p>		<p>provides clear directions and instructions to students to support their engagement with learning experience</p> <p>✓ Leads initiatives that utilize comprehensive content knowledge to improve the selection and sequencing of content into coherently organized learning and teaching programs</p>	<p>school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.</p> <p>✓ Leads and supports colleagues within the school to select and uses ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students</p>
--	---	---	--	--	--	--	---

		attainment of Planned learning outcomes ✓ Adjusts uses of ICT to be inclusive of students' learning styles and needs.					
--	--	--	--	--	--	--	--

Underpinning Knowledge	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Understanding the concepts, substance and structure of the content and teaching strategies of the teaching area. ✓ Organizing content into an effective learning and teaching sequence ✓ Using curriculum, assessment and reporting knowledge to design learning sequences and lesson Plans ✓ Knowing and understanding literacy and numeracy teaching strategies and their application in teaching areas ✓ Implementing teaching strategies for using ICT to expand curriculum learning 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities ✓ Organize content into coherent, well-sequenced learning and teaching programs ✓ Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. ✓ Apply knowledge and understanding of effective teaching strategies to support 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Supporting colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs ✓ Exhibiting innovative practice in the selection and organization of content and delivery of learning and teaching programs ✓ Supporting colleagues to Plans and implement learning and teaching programs using contemporary knowledge and 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Leading initiatives within the school to evaluate and improve knowledge of content and teaching strategies ✓ Leading initiatives that utilize comprehensive content knowledge to improve the selection and sequencing of content ✓ Leading colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements ✓ Monitoring and evaluating the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy
-------------------------------	---	---	--	--

		<p>students' literacy and numeracy achievement Uses effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p>	<p>understanding of curriculum, assessment and reporting requirements. ✓ Supporting colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement. ✓ Modeling high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful</p>	<p>✓ Leading and supporting colleagues within the school to select and use ICT</p>
Underpinning Skill	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Promoting the development of critical and creative thinking ✓ Problem-solving and decision-making ✓ Selecting and using instructional resources and ICT ✓ Managing teaching and learning processes ✓ Implementing and Evaluating teaching resources and curriculum materials 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Using teaching strategies ✓ Designs learning experiences ✓ Supporting the development of curriculum policy or other programs ✓ Supporting the implementation and monitoring of curriculum policy or other programs ✓ Supporting the review of curriculum policy or other programs 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Using evaluation strategies to determine the effectiveness of teaching strategies ✓ Gathering and analyses information from a variety of information sources to judge the effectiveness of teaching strategies ✓ Designing appropriate learning strategies to achieve learning goals ✓ Implementing a learning strategy ✓ Establishing and communicates explicit expectations for student learning 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Recommending modifications or enhancements to teaching strategies based on findings of evaluation processes ✓ Exhibiting innovative practice in the selection and organization of content and delivery of learning and teaching programs. ✓ Designing and implementing strategy that helps students to learn by themselves ✓ Facilitating a dialogue between colleagues on the learning theories

			<ul style="list-style-type: none"> ✓ Identifying and analyses sources of information related to contemporary educational issues, trends and research that might influence curriculum policy implementation ✓ Creating ICT enriched, authentic, multidisciplinary learning activities 	Supporting colleagues to Plans and implement learning and teaching programs
Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher’s reflection Interview / Oral Questioning :Portfolio; written test			
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.			

PROFESSIONAL PRACTICE

STANDARD 3	PLANS FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING			
STANDARD CODE	G003	P003	A003	L003
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to Plans for engaging their students in sequences of purposeful and appropriate learning experiences to promote their learning informed by secure subject knowledge.</i>	<i>This unit describes knowledge of Planning for progression across the age and ability range they teach, designing effective learning sequences within the lesson and across series of lessons informed by secure subject knowledge.</i>	<i>This unit describes the knowledge of teachers to identify and explore links within and between subjects / curriculum areas in their Planning.</i>	<i>This unit describes the knowledge of teachers to take a lead in Planning collaboratively with colleagues in order to promote effective practice</i>

ELEMENT	PERFORMANCE CRITERIA						
	GRADUATE	PROFICIENT		ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
3.1 Establish challenging learning goals	3.1.B1 Establishes and clearly communicates high expectations for all students through such actions as focusing on students’ positive traits and conveying a belief in their abilities	3.1.J1 Models a belief that all students can learn and persist in efforts to help all students achieve	3.1.T1 Sets specific challenging expectations for each individual student and each learning activity	3.1.H1 Develops a culture of high expectations for all students by modeling and setting challenging learning goals	3.1.A1 Develops a sense of ability to influence students’ progress persist in seeking approaches for students who have difficulty in learning	3.1.L1 Demonstrates exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.	3.1.S1 Creates challenging expectations for their students and assist colleagues in their school and woreda in setting high expectations for all students
3.2 Plans, structure and sequence learning programs	3.2.B1 Plans lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.2.B2 Plans and conducts monitoring and assessment activities in accordance with national, woreda/sub city and school schedule	3.2.J1 Plans frequent collaborative learning experiences that value students as partners in learning and builds upon the knowledge, personal experiences, language and culture that students bring to the learning situation	3.2.T1 Makes students share better what they have already and gained the experience from collaborative learning	3.2.H1. Plans to address a variety of learning styles that encourages students to pursue their own interests and inquiries.	3.2.A1 Works with colleagues to Plans, evaluate and modify learning and teaching programs to create conducive / productive learning environments that engage all students.	3.2.L1 Exhibits exemplary practice and lead colleagues to Plans implement and review the effectiveness of their learning and teaching programs to develop students’ knowledge, understanding and skills.	3.2.S1 Leads evaluators how to evaluate their colleagues implementation on the teaching and learning program and give constrictive feedback

<p>3.3 Uses teaching strategies</p>	<p>3.3.B1 Demonstrates understanding of how student’s conceptual frame works and common misconceptions can influence learning</p>	<p>3.3.J1Engages students in generating knowledge and testing hypothesis according to the methods of inquiry uses in the content area</p>	<p>3.3.T1 Plans and develops teaching strategies that would be context utilized and motivated students, learning</p>	<p>3.3. H1 Supports colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</p>	<p>3.3.A1 Develops sample teaching strategies and share to colleagues for different teaching prospective</p>	<p>3.3.L1 Works with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to uses knowledge, skills, problem solving and critical and creative thinking</p>	<p>3.3.S1 Creates a secure team environment in which members are encouraged to take risks and seek challenges</p>
<p>3.4 Select, prepare and uses resources</p>	<p>3.4.B1Uses materials that support their instructional goals and meet students’ needs 3.4.B2 Uses technology that is appropriate to their disciplines effectively</p>	<p>3.4.J1 Supports students in their uses of technology effectively 3.4.J2 Assists colleagues to locate resources for classroom uses</p>	<p>3.4.T1 Uses community resources to formulate options for addressing the specific learning needs of an individual or group of students</p>	<p>3.4.H1 Assists colleagues to create, select and uses a wide range of resources, including ICT, to engage students in their learning</p>	<p>3.4.A1.Recognizes school members’ strengths and interests and, where possible, incorporates them into work</p>	<p>3.4.L1 Models exemplary skills and leads colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</p>	<p>3.4.S1 Liaises with members of the school’s executive to ensure the provision of adequate resources to facilitate effective implementation</p>

<p>3.5 Uses effective classroom communication</p>	<p>3.5.B1 Communicates clearly and effectively to support students learning</p>	<p>3.5.J1 Exemplifies clear and effective communication by using clear and correct spoken and written language.</p>	<p>3.5.T1.Supports colleagues to implement the effective communication to their students and to give feedback on it</p>	<p>3.4.H1 Assists colleagues to select a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement.</p>	<p>3.5.A1 Motivates and creates an environment of consultation and collaboration that facilitates participation in the development and ownership of school processes</p>	<p>3.5.L1 Demonstrates and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students’ understanding, engagement and achievement</p>	<p>3.5.S1 Creates practical opportunities for colleagues to apply what actually gained in the group work engagement and achievement</p>
<p>3.6. Evaluate and improve teaching and learning programs</p>	<p>3.6.B1 Demonstrates broad knowledge of strategies that can be uses to evaluate teaching programs to improve student learning</p>	<p>3.6.J1 Evaluates personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform Planning</p>	<p>3.6.T1 Gives training to colleagues based on the evidence found on the feed backs on the assessments</p>	<p>3.6.H1.Works with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and school practices</p>	<p>3.6.A1Establishes coherent links between intended learning outcomes, learning experiences and forms of assessment</p>	<p>3.6.L1 Conducts regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/care givers, students and colleagues</p>	<p>3.6.S1 Leads colleagues in the teaching Learning programs and incorporate the feed backs gathered during revenues of the teaching learning</p>
<p>3.7. Engages parents/care givers in the educative process</p>	<p>3.7.B1 Describes a broad range of strategies for involving parents/care givers in the educative process</p>	<p>3.7.J1 Involves community members in classroom activities, as appropriate</p>	<p>3.7.T1 Creates awareness on community members to be involved in the classroom activities</p>	<p>3.7.H1 Works with colleagues to provide appropriate and contextually relevant opportunities for parents/ care givers to be involved in their children’s learning</p>	<p>3.7.A1 A wares parents and caregivers to give feedback on their children’s learning</p>	<p>3.7.L1Initiates contextually relevant processes to establish programs that involve parents/ care givers in the education of their children and broader school priorities and activities</p>	<p>3.7.J1 Leads colleagues to work with the school administration to move forward the established programs to involve the parents/caregivers</p>

VARIABLES	RANGE
<i>Uses teaching strategies</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ Design coherent instruction ✓ Learning activities ✓ Instructional material and resources ✓ Instructional groups ✓ Lesson and unit structure
<i>challenging learning goals</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ Value, sequence and alignment ✓ Clarity ✓ Balance ✓ Suitability for diverse learners
<i>Select and uses resources</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ Resources for the class room uses ✓ Resources to extend content knowledge ✓ Resources for students
<i>Uses effective class room communication</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ Expectation for learning ✓ Direction and procedures ✓ ExPlansation of content ✓ Uses of oral and written language
<i>Effective communication</i>	<ul style="list-style-type: none"> ✓ a two-way process -sending the right message that is also being correctly received and understood by the other person/s; ✓ Aspects of the visual, auditory and kinesthetic language to appeal to all learners.
<i>Community-resources</i>	Refers to <ul style="list-style-type: none"> ✓ the systemic integration of resources to the schools activities obtained from the community. It includes; Finance, material goods and other support services.

EVIDENCE GUIDE

	GRADUATE	PROFICIENT		HIGHLY ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
Critical aspects of competence	<ul style="list-style-type: none"> ✓ Establishes and clearly communicates high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities ✓ Plans lesson sequences using knowledge of student learning, content and effective teaching strategies. ✓ Plans and conducts monitoring and assessment activities in accordance with national, wereda/subcity and school schedule ✓ Demonstrate understanding of how student's conceptual frame works and common misconceptions can influence learning ✓ Uses materials that 	<ul style="list-style-type: none"> ✓ Models a belief that all students can learn and persist in efforts to help all students achieve ✓ Set specific challenging expectations for each individual student and each learning activity ✓ Plans frequent collaborative learning experiences that 	<ul style="list-style-type: none"> ✓ Uses community resources to formulate options for addressing the specific learning needs of an individual or group of students ✓ Exemplifies clear and effective communication by using clear and correct spoken and written language ✓ Evaluates personal teaching and learning programs using evidence, including 	<ul style="list-style-type: none"> ✓ Develops a culture of high expectations for all students by modeling and setting challenging learning goals ✓ Develops a sense of ability to influence students' progress persist in seeking approaches for students who have difficulty in learning ✓ Works with colleagues to Plans, evaluate 	<ul style="list-style-type: none"> ✓ Assists colleagues to create, select and uses a wide range of resources, including ICT, to engage students in their learning ✓ Recognizes school members' strengths and interests and, where possible, incorporates them into work ✓ Motivates and creates an environment of consultatio 	<ul style="list-style-type: none"> ✓ Demonstrates exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. ✓ Creates challenging expectations for their students and assist colleagues in their school and wordas in setting high expectations for all students ✓ Exhibits exemplary 	<ul style="list-style-type: none"> ✓ Models exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school. ✓ Liaises with members of the school's executive to ensure the provision of adequate resources to facilitate effective implementation ✓ Demonstrates and leads by example inclusive

	<p>support their instructional goals and meet students' needs</p> <ul style="list-style-type: none"> ✓ Uses technology that is appropriate to their disciplines effectively ✓ Communicates clearly and effectively to support students learning ✓ Demonstrates broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning ✓ Describes a broad range of strategies for involving parents/care givers in the educative process 	<p>value students as partners in learning and builds upon the knowledge, personal experiences, language and culture that students bring to the learning situation</p> <ul style="list-style-type: none"> ✓ Engages students in generating knowledge and testing hypothesis according to the methods of inquiry used in 	<p>feedback from students and student assessment data, to inform Planning</p> <ul style="list-style-type: none"> ✓ Involves community members in classroom activities, as appropriate 	<p>and modify learning and teaching programs to create conducive / productive learning environments that engage all students.</p> <ul style="list-style-type: none"> ✓ Plans to address a variety of learning styles that encourages students to pursue their own interests and inquiries. ✓ Supports colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving 	<p>n and collaboration that facilitates participation in the development and ownership of school processes</p> <ul style="list-style-type: none"> ✓ Works with colleagues to provide appropriate and contextually relevant opportunities for parents/care givers to be involved in their children's learning 	<p>practice and lead colleagues to Plans implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.</p> <ul style="list-style-type: none"> ✓ Works with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking ✓ Creates a secure team environment in which 	<p>verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement</p> <ul style="list-style-type: none"> ✓ Conducts regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/care givers, students and colleagues ✓ Initiates contextually
--	--	---	--	--	---	--	--

		<p>the content area</p> <ul style="list-style-type: none"> ✓ Supports students in their uses of technology effectively 		<p>and critical and creative thinking</p>		<p>members are encouraged to take risks and seek challenges</p>	<p>relevant processes to establish programs that involve parents/ care givers in the education of their children and broader school priorities and activities</p>
--	--	---	--	---	--	---	---

<p>Underpinning Knowledge</p>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ✓ Setting learning goals that provide achievable challenges for students of varying abilities and characteristics ✓ Planning lesson sequences using knowledge of student learning, content and effective teaching strategies. ✓ Including a range of teaching strategies ✓ Displaying a range of verbal and non-verbal communication strategies to support student engagement ✓ Displaying a range of resources, including ICT, that engage students in their learning. ✓ Describing broad knowledge of strategies that 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ✓ Using teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning ✓ Structure teaching programs using research and collegial advice about how students learn ✓ Designing and implementing teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds ✓ Developing teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities ✓ Designing and implementing teaching 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ✓ Developing a culture of high expectations for all students ✓ Working with colleagues to Plan, evaluate and modify learning and teaching programs ✓ Support colleagues to select and apply effective teaching strategies ✓ Assisting colleagues to create, select and uses a wide range of resources ✓ Assisting colleagues to select a wide range of verbal and non-verbal communication strategies 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ✓ Demonstrating exemplary practice and high expectations and lead colleagues ✓ Working with colleagues to review, modify and expand their repertoire of teaching strategies ✓ Demonstrating and lead by example inclusive verbal and non-verbal communication ✓ Conducting regular reviews of teaching and learning programs
--------------------------------------	--	---	---	---

	<p>can be used to evaluate teaching programs to improve student learning</p> <ul style="list-style-type: none"> ✓ Describing a broad range of strategies for involving parents/ caregivers in the educative process 	<p>activities that support the participation and learning of students with disability and address relevant policy and legislative requirements</p>	<ul style="list-style-type: none"> ✓ Working with colleagues to review current teaching and learning programs ✓ Working with colleagues to provide appropriate and contextually relevant opportunities for parents/ caregivers 	
Underpinning Skill	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Planning lesson sequences using knowledge of student learning, content and effective teaching strategies. ✓ understanding of student's conceptual frame works and common misconceptions ✓ Using materials and that support their instructional goals and meet students' needs ✓ Communicating clearly and effectively ✓ Describing a broad range of strategies for involving parents/care givers in the educative process 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Fostering the development of independence in student learning ✓ Providing learning experiences that promote problem solving, critical thinking, enquiry and creativity ✓ Initiating appropriate and purposeful opportunities for students to work collaboratively ✓ Integrating uses of ICT to enhance student learning 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Setting specific challenging expectations ✓ Identifying strategies to create learning experiences ✓ Addressing a variety of learning styles, ✓ Encouraging students to pursue their own interests and inquiries ✓ Assisting colleagues to create, select and uses a wide range of resources, including ICT, to engage students in their learning ✓ Working with colleagues to review current teaching and learning programs ✓ Establishing coherent links between intended learning outcomes, learning experiences and forms of 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Exhibiting exemplary practice and lead colleagues to Plans, implement and review the effectiveness of their learning and teaching programs

			assessment	
Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher’s reflection Interview / Oral Questioning :Portfolio; written test			
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.			

PROFESSIONAL PRACTICE

STANDARD 4	CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS			
STANDARD CODE	<i>G00 4</i>	<i>P004</i>	<i>H004</i>	<i>L004</i>
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to uses the current legal requirements concerning the safeguarding of learners, and manage learner’s behavior constructively.</i>	<i>This unit describes the required knowledge of teachers to create safe learning environment, and uses of range of behavior management techniques and strategies.</i>	<i>This unit describes the required knowledge of teachers to identify and uses opportunities to personalize and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.</i>	<i>This unit describes the required knowledge of teachers establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance and safeguarding and well being of learners .</i>

ELEMENT	PERFORMANCE CRITERIA						
	GRADUATE	PROFICIENT		ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
4.1 Support student participation	<p>4.1.B1 Demonstrates respect and caring in their interactions with all students</p> <p>4.1.B2 Develops and teach expectations for respectful interactions among students</p> <p>4.1.B3 Fosters student enthusiasm for and curiosity about the discipline.</p>	<p>4.1.J1 Uses strategies to promote positive relationships, cooperation and collaboration among students.</p> <p>4.1.J2 Establishes methods for recognition of students and relate the recognition to specific student achievement, either individually or in groups</p>	<p>4.1.T1 Involves students in classroom decision-making processes</p> <p>4.1.T2 Seeks out and are receptive to the thoughts and opinions of all students</p>	<p>4.1.H1 Models effective practice and support colleagues to implement inclusive strategies that engage and support all students</p> <p>4.1.H2 Establishes and implement inclusive and positive interactions to engage and support all students in classroom activities.</p>	<p>4.1.A1 Encourages self-directed learning by teaching students to outline tasks and timelines</p> <p>4.1.A2 Varies their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs.</p>	<p>4.1.L1 Demonstrates and leads by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students</p> <p>4.1.L2 Models expectations and behaviors that create a positive school and worda/kebele climate of openness, respect and caring.</p>	<p>4.1.S1 Works with other educators to support the design of independent learning experiences for students</p>

<p>4.2 Manage classroom activities</p>	<p>4.2.B1 Uses flexible learning situations, such as independent, small group and whole class.</p> <p>4.2.B2 uses guidelines for and model cooperative learning</p> <p>4.2.B3 Facilitates student ownership of classroom procedures</p> <p>4.2.B3 Begins class purposefully, with assignments, activities, materials and supplies ready for students when they arrive</p>	<p>4.2.J1 Offers students opportunities for independent practice with and reflection on new concepts and skills</p>	<p>4.2.T1 Manages transition between learning activities and uses instructional time effectively</p>	<p>4.2.H1 Models and shares with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities</p> <p>4.2.H2 Establishes and maintains orderly and workable routines to create an environment where student time is spent on learning tasks.</p>	<p>4.2.A1 Combines independent, collaborative and whole-class learning situations effectively to maximize student understanding and learning.</p> <p>4.2.A2 Conducts periodic reviews of classroom routines and revise them as needed</p>	<p>4.2.L1 Initiates strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning</p> <p>4.2.L2 Models and assists other teachers in implementing a variety of learning situations in their classrooms..</p>	<p>4.2.S1 Influences the establishment of school regulation to maximize the amount of class time spent on learning.</p>
<p>4.3. Manage challenging behavior</p>	<p>4.3.B1 Clarifies school rules and regulation for all students</p> <p>4.3.B2 Encourages students to assume</p>	<p>4.3.J1 Uses a variety of effective classroom management techniques</p>	<p>.4.3.T1 Establishes and maintains a classroom environment which has clear, consistent expectations for standards of</p>	<p>4.3.H1 Develops and shares with colleagues a flexible repertoire of behavior management strategies using</p>	<p>4.3.A1 Anticipates and responds to the behavior of students consistently, effectively and respectfully.</p>	<p>4.3.L1 Leads and implements behavior management initiatives to assist colleagues to broaden their range of</p>	<p>4.3.S1 . Makes decisions and adjustments that support positive behavior that enhance social behavior and increase student</p>

	responsibility for their behavior		behavior	expert knowledge and workplace experience 4.3.H2. Establishes and negotiates clear expectations with students and address discipline		strategies 4.3.L2 Creates classrooms in which students take active roles in maintaining and enriching environment that is conducive for learning	motivation and engagement in productive work to learning.
4.4. Maintain student safety	4.4.B1 provide a safe learning environment that accommodates all students	4.4.J1 Converts physical space to facilitate instruction.	4.4.T1 Encourage colleagues to implement instruction in a physical space	4.4.H1 Initiate and take responsibility for implementing current school and/or system, curriculum	4.4.A1 Help others to implement legislative requirements to ensure student well-being and safety	4.4.L1 Evaluates the effectiveness of student well-being and safe working practices using current school system and/or curriculum	4.4.S1 Conducts study to improve current curriculum and legislation requirement and assist colleague to update their practices
4.5. Uses ICT safely, responsibly and ethically	4.5.B1 Demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical uses of ICT in learning and teaching	4.5.J1 Incorporates strategies to promote the safe, responsible and ethical uses of ICT in learning and teaching.	4.5.T1 Produces ICT material to be used ethically in learning and teaching	4.5.H1 Support colleagues to promote the safe, responsible and ethical uses of ICT in learning and teaching	4.5.A1 Models and develops, strategies to promote the safe, responsible and ethical uses of ICT in learning and teaching	4.5.L1 Reviews or implements new policies and strategies to ensure the safe, responsible and ethical uses of ICT in learning teaching	4.5.S1 Leads Policy reviewers to ensure the safe, responsible and ethical uses of ICT in learning teaching.

VARIABLES	RANGE
<i>Managing challenging Behavior</i>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> ✓ Expectations (standards of conduct appear to have been established) ✓ Monitoring of students behavior (teacher is generally aware of students behavior) ✓ Response to students misbehavior (teacher attempts to respond to students behavior)
<i>Managing class room activities</i>	<ul style="list-style-type: none"> ✓ Management of instructional groups ✓ Management of transitions (only some transitions) ✓ Management of materials and supplies ✓ Performance of non instructional duties
<i>independent learning experiences for students</i>	<p>such as</p> <ul style="list-style-type: none"> ✓ service-learning activities and cooperative learning groups
<i>service-learning</i>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> ✓ Involving students in activities that address local needs while developing their academic skills and commitment to their community. ✓ Using teaching method that combines giving service to the community with classroom curriculum. ✓ providing a context for talking about learning in terms of not only what students know but also what they are able to do for the community. ✓ Teaching and encouraging students about the role they can play in their community
<i>cooperative learning approach</i>	<ul style="list-style-type: none"> ✓ an approach to organizing classroom activities into academic and social learning experiences. ✓ It differs from group work, and it has been described as "structuring positive interdependence. ✓ Students must work in groups to complete tasks collectively toward academic goals. ✓ Unlike individual learning, which can be competitive in nature, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.).Furthermore, the teacher's role changes from giving information to facilitating students' learning. ✓ Everyone succeeds when the group succeeds.

<i>school and woreda/kebele climate</i>	<p>May include but not limited to:</p> <p>Contribution to:-</p> <ul style="list-style-type: none"> ✓ the operations of the school and the care of the physical environment. ✓ quality of interpersonal relationships between and among students, teachers, and staff; ✓ Equitable and fair treatment of students by teachers and staff; ✓ Monitoring student progress and promptly reporting results to students and parents.
<i>Learning Environment</i>	<p>Involves:</p> <ul style="list-style-type: none"> ✓ raising students self esteem ✓ clear, consistent and fair discipline ✓ immediate, direct and positive student feedback ✓ conveying trust in students and setting standards mature behavior ✓ an orderly atmosphere ✓ an attractive and challenging working environment

EVIDENCE GUIDE								
	GRADUATE		PROFICIENT		HIGHLY ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>	
Critical aspects of competence	<ul style="list-style-type: none"> ✓ Demonstrates respect and caring in their interactions with all students ✓ Develop and teach expectations for respectful interactions among students ✓ Foster student enthusiasm for and curiosity about the discipline. ✓ Uses flexible learning 	<ul style="list-style-type: none"> ✓ Uses strategies to promote positive relationships, cooperation and collaboration among students. ✓ Establishes methods 	<ul style="list-style-type: none"> ✓ Manages transition between learning activities and uses instructional time effectively ✓ Uses a variety of effective classroom 	<ul style="list-style-type: none"> ✓ Models effective practice and support colleagues to implement inclusive strategies that engage and support all 	<ul style="list-style-type: none"> ✓ Combines independent, collaborative and whole-class learning situations effectively to maximize student 	<ul style="list-style-type: none"> ✓ Demonstrates and leads by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and 	<ul style="list-style-type: none"> ✓ Influences the establishment of school regulation to maximize the amount of class time spent on learning. 	

	<p>situations, such as independent, small group and whole class.</p> <ul style="list-style-type: none"> ✓ Develop guidelines for and model cooperative learning ✓ Begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive ✓ Clarifies standards of conduct for all students ✓ Encourages students to assume responsibility for their behavior ✓ provide a safe learning environment that accommodates all students ✓ Demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical uses of ICT in learning and teaching 	<p>for recognition of students and relate the recognition to specific student achievement, either individually or in groups</p> <ul style="list-style-type: none"> ✓ Seeks out and are receptive to the thoughts and opinions of all students ✓ Offers students opportunities for independent practice with and reflection on new concepts and skills ✓ Involves students in classroom decision-making processes 	<p>management techniques</p> <ul style="list-style-type: none"> ✓ Converts physical space to facilitate instruction. ✓ Incorporates strategies to promote the safe, responsible and ethical uses of ICT in learning and teaching. 	<p>students</p> <ul style="list-style-type: none"> ✓ Establish and implement inclusive and positive interactions to engage and support all students in classroom activities. ✓ Encourage self-directed learning by teaching students to outline tasks and timelines ✓ Varies their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs. 	<p>understanding and learning.</p> <ul style="list-style-type: none"> ✓ Develops and shares with colleagues a flexible repertoire of behavior management strategies using expert knowledge and workplace ✓ Initiates and takes responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety ✓ Model and support colleagues 	<p>exploring new approaches to engage and support all student</p> <ul style="list-style-type: none"> ✓ Models expectations and behaviors that create a positive school and district climate of openness, respect and caring. ✓ Works with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups. ✓ Initiates strategies and lead colleagues to implement effective 	<ul style="list-style-type: none"> ✓ Leads and implement behavior management initiatives to assist colleagues to broaden their range of strategies ✓ Creates classrooms in which students take active roles in maintaining and enriching environment that is conducive for learning ✓ Evaluates the effectiveness of student well-being and safe working practices using current school
--	---	---	---	---	--	---	--

				<ul style="list-style-type: none"> ✓ Models and shares with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities ✓ Establishes and maintains orderly and workable routines to create an environment where student time is spent on learning tasks 	<p>to develop, strategies to promote the safe, responsible and ethical uses of ICT in learning and teaching</p>	<p>classroom management and promote student responsibility for learning</p> <ul style="list-style-type: none"> ✓ Models and assists other teachers in implementing a variety of learning situations in their classrooms.. 	<p>and/or system, curriculum and legislative requirements and assist colleagues to update their practices</p> <ul style="list-style-type: none"> ✓ Reviews or implements new policies and strategies to ensure the safe, responsible and ethical uses of ICT in learning teaching
--	--	--	--	--	---	--	--

<p>Underpinning Knowledge</p>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ✓ Identifying strategies to support inclusive student participation and engagement in classroom activities. ✓ Demonstrating the capacity to organize classroom activities and provide clear direction ✓ Demonstrating knowledge of practical approaches to manage challenging behavior ✓ Describing strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements ✓ Demonstrating an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical uses of ICT in learning and teaching 	<p>Demonstrate knowledge and attitude of:</p> <ul style="list-style-type: none"> ✓ Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities ✓ Organize content into coherent, well-sequenced learning and teaching programs ✓ Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. ✓ Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement Uses effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ✓ Modeling effective practice and support colleagues to implement inclusive strategies that engage and support all students ✓ Modeling and sharing with colleagues a flexible repertoire of strategies ✓ Developing and sharing with colleagues a flexible repertoire of behavior management strategies ✓ Initiating and taking responsibility for implementing current school and/or system, curriculum and legislative requirements 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ✓ Demonstrating and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches ✓ Initiating strategies and lead colleagues to implement effective classroom management ✓ Leading and implementing behavior management initiatives ✓ Evaluating the effectiveness of student well-being policies and safe working practices ✓ Reviewing or implementing new policies and strategies
<p>Underpinning Skill</p>	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Maintaining a learning community; ✓ Creating a safe and secure classroom climate for all students; ✓ Creating a positive classroom climate; 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Using various types of teaching strategies ✓ Designs learning experiences ✓ Supporting the development of curriculum policy or other programs ✓ Supporting the implementation 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Establishing and implement inclusive and positive interactions ✓ Varying their roles in the instructional process 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Modeling expectations and behaviors that create a positive school and district climate of openness, respect and caring. ✓ Creating environments where students initiate purposeful learning groups and take

	<ul style="list-style-type: none"> ✓ Establishing and maintaining appropriate standards of behavior; ✓ Using instructional time effectively; ✓ Preparing students for and monitor independent and group work 	<ul style="list-style-type: none"> and monitoring of curriculum policy or other programs ✓ Supporting the review of curriculum policy or other programs 	<ul style="list-style-type: none"> ✓ Employing cooperative learning activities ✓ Managing challenging behavior ✓ Consistently, effectively and respectfully anticipating and responding to the behavior of students. ✓ Making decisions and adjustments that support positive behavior. ✓ Conducting periodic reviews of classroom routines and revise them as needed 	<ul style="list-style-type: none"> responsibility ✓ Modeling and assisting other teachers in implementing a variety of learning situations in their classrooms.. ✓ Creating classrooms in which students take active roles
Assessment methods	<ul style="list-style-type: none"> ✓ Competency may be assessed through: Class room observation ;Teacher’s reflection Interview / Oral Questioning :Portfolio; written test 			
Context of assessment	<ul style="list-style-type: none"> ✓ Competency may be assessed in the schools and area selected for written test. 			

STANDARD 5	ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING						
STANDARD CODE	<i>G00 5</i>	<i>P005</i>		<i>H005</i>		<i>L005</i>	
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to depict how teachers monitor, assesses, record and report on student learning</i>	<i>This unit describes the required knowledge of teachers to apply comprehensive systems of assessment and reporting in relation to both individual and whole-school attainment of student learning outcomes</i>		<i>This unit describes the required knowledge of teachers to model innovation in the uses of exemplary, highly responsive and inclusive assessment and reporting strategies that more effectively demonstrate student learning.</i>		<i>This unit describes the required knowledge of teachers to improve the effectiveness of assessment practice in the work place, including how to analyze statistical information .</i>	
ELEMENT	PERFORMANCE CRITERIA						
	GRADUATE	PROFICIENT		ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
5.1 Assess student learning	5.1.B1 Encourages student self/peer monitoring and reflection where appropriate 5.1.B2 Relates assessment tasks to Planned learning outcomes 5.1.B3	5.1.J1 Uses a range of assessment methods to collect evidence of student progress: 5.1.J2 Selects assessment methods that are reliable,	5.1.T1 Applies a repertoire of and inclusive assessment and reporting strategies that consider needs across a range of ability and diversity factors: 5.1.T2	5.1.H1 Develops and apply a comprehensive range of assessment strategies to diagnose learning needs. 5.1.H1 Complies with curriculum requirements and	5.1.A1 Negotiates explicit assessment criteria to ensure that students know what is expected in assessment activities. 5.1.A1 Develops assessment tasks	5.1.L1 Evaluates school assessment policies and strategies to support colleagues using assessment data and a range of assessment strategies to	5.1.S1 Develops innovative assessment strategies

	<p>Designs assessment tasks inclusive of all students, allowing students to demonstrate achievements in a variety of ways 5.1.B3</p> <p>Investigates barriers that inhibit students' demonstration of learning outcomes 5.1.B4</p> <p>Uses valid and reliable assessment methods 5.1.B5</p> <p>Links assessment tasks to students' experiences both within and outside the classroom 5.1.B6</p> <p>Allows students adequate time to complete assessment tasks</p>	<p>practical, administratively convenient and cost effective for outcomes monitored 5.1.J2</p> <p>Examines differences in learning styles among individuals or groups of students to develop assessment and reporting strategies that are sensitive and responsive to individual learning needs</p>	<p>Implements a range of Planned, meaningful opportunities for students to demonstrate progress and achievement of outcomes 5.1.T3</p> <p>Constructs or modifies assessment tasks to suit students' known ways of thinking and demonstrating their learning</p>	<p>support colleagues to evaluate the effectiveness of their approach to assessment. 5.1.H3</p> <p>Analyses existing assessment strategies to determine their appropriateness for an individual or a group of students</p>	<p>that promote connections between school knowledge and local context, including language and culture</p>	<p>diagnose learning needs 5.1.L3</p> <p>Models exemplary assessment strategies to colleagues so that they effectively demonstrate student learning outcomes.</p>	
5.2. Provide feedback to students on their learning	5.2.B1 Provides students with clear and constructive feedback on performance within an appropriate time frame	5.2.J1 Provides feedback to students on their progress in relation to learning outcomes	5.2.T1 Selects from an effective range of strategies to provide targeted feedback based on informed and timely	5.2.H1 Provides formative & summative information to enhance student and teacher reflection in	5.2.A1 Analyzes the formative & summative information to enhance student and teacher	5.2.L1 Models exemplary practice and initiate programs to support colleagues in applying range	5.2.S1 Leads those who model exemplary practice to support colleagues in applying

			judgments of each student's current needs in order to progress learning	relation to learning and goal setting	reflection in relation to learning and goal setting	of timely, effective and appropriate feedback strategies	range of timely, effective and appropriate feedback strategies
5.3 Interpret student data	<p>5.3.B1 Includes the uses of ICT enriched assessment tasks</p> <p>5.3.B1 Adheres to the principles of confidentiality</p>	<p>5.3.J1 Applies comprehensive systems of assessment and reporting in relation to student attainment of learning outcomes</p>	<p>5.3.T1 Supports the process of dialogue among colleagues to ensure common interpretations of student learning outcomes</p>	<p>5.3.H1 Works with colleagues to uses data from internal and external student assessment for evaluating learning and teaching, identifying interventions and modifying teaching practice.</p>	<p>5.3.A1 Evaluates the internal and external data to improve the teaching learning</p>	<p>5.3.L1 Co-ordinates student performance and program evaluation using internal and external student assessment data to improve teaching practice</p>	<p>5.3.S1 Leads the program evaluators to be used for teaching learning</p>
5.4 Make consistent and comparable judgments	<p>5.4.B1 Records student learning outcomes accurately and consistently</p> <p>5.4.B2 Undertakes interpretation and analysis of recorded evidence</p> <p>5.4.B3 Discusses observations and judgments with colleagues to verify interpretations of</p>	<p>5.4.J1 uses a range of methods for recording observations and judgments</p> <p>5.4.J2 Actively seeks to address biases and errors:</p>	<p>5.4.T1 Uses evidence of achievement of learning outcomes to inform ongoing Planning of learning experiences.</p> <p>5.4.T2 Demonstrates progress of student processes, products and performances</p>	<p>5.4.H1 Verifies assessment interpretations with colleagues.</p> <p>5.4.H2 Gathers and analyses information from a variety of sources to judge the effectiveness of assessment practice</p>	<p>5.4.A1 Collaborates with colleagues within and across schools to moderate their judgments based on a range of evidence collected over time and different contexts</p> <p>5.4.A2 Contributes to enhancing the</p>	<p>5.4.L1 Recommends to colleagues modifications or enhancements to assessment</p>	<p>5.4.S1 Leads and evaluate moderation activities that ensure consistent and comparable judgments of students learning to meet curriculum and school or system requirement</p>

	<p>recorded evidence</p> <p>5.4.B4 Uses recorded evidence as a basis for estimating student attainment of learning outcomes</p>				<p>consistency of teachers' judgments within the school practices based on findings of review processes</p>		
<p>5.5. Report on student achievement</p>	<p>5.5.B1 Provides detailed, accurate and informative written and oral reports on student progress, consistent with recorded assessment information</p> <p>5.5.B2 Uses reporting procedures that articulate with school policies</p> <p>5.5.B3 Modifies language to suit context and audience when reporting student achievement</p> <p>5.5.B4 Encourages ongoing constructive dialogue with parents and caregivers about</p>	<p>5.5.J1 Reports student progress in relation to student learning outcomes</p> <p>5.5.J2 Reports student learning outcomes for a range of audiences, including students, parents, caregivers and administrators</p>	<p>5.5.T1 Shares with colleagues strategies for monitoring, recording and reporting student learning outcomes</p> <p>5.5.T2 Accommodates different backgrounds of parents and other caregivers in school communities ensuring information about student performance can be understood</p>	<p>5.5.H1 Works with colleagues to construct accurate, informative and timely reports to students and parents/ care givers about student learning and achievement.</p> <p>5.5.H2 Provides timely, ongoing, comprehensive information on student progress and achievement in relation to outcomes to parents, caregivers, students and other stakeholders</p>	<p>5.5.A1 Uses formal and informal methods to report regularly and summative to parents, students and other stakeholders</p> <p>5.5.A2 Reports student progress and achievement within a coordinated, whole-school approach.</p>	<p>5.5.1 Evaluates and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/care givers and colleagues</p>	<p>5.5.1 Produces innovative ideas in the school to meet the need of students and parents/caregi vers</p>

	student progress and achievement						
	5.5.B5 Documents and reports assessment data accurately and ongoing student data to parents and professional staff						

VARIABLES	RANGE
<i>Content Selection</i>	In Ethiopian context, adjusting, transposing sub contents within a given content for mode of delivery purposes
<i>diversity factors</i>	May include but not limited to <ul style="list-style-type: none"> ✓ gender, disability, race, ethnicity, religion, language and learning style
<i>Assessment methods</i>	May include but not limited to <ul style="list-style-type: none"> ✓ Written assignments, homework, class discussion, group projects, opportunities for student self-assessment, quizzes, exams, end-of-course portfolios,
<i>biases and errors</i>	May include but not limited to <ul style="list-style-type: none"> ✓ pre-judging, confusing effort with achievement, cultural stereotyping, ‘halo’ effect
<i>principles of confidentiality</i>	May include but not limited <ul style="list-style-type: none"> ✓ keeping information given by or about an individual in the course of a professional relationship secure and secret from others. ✓ central to the maintenance of trust between professional and service-users.
<i>whole-school approach.</i>	May include but not limited to <ul style="list-style-type: none"> ✓ leadership, management and managing change ✓ policy development ✓ learning and teaching, curriculum Planning and resourcing ✓ school culture and environment ✓ giving children and young people a voice ✓ provision of support services for children and young people

	<ul style="list-style-type: none"> ✓ staff continuing professional development (CPD) needs, health and wellbeing ✓ partnerships with parents/care givers and local communities ✓ assessing, recording and reporting the achievement of children and young people.
Internal assessment	Refers to: <ul style="list-style-type: none"> ✓ designed, selected, and used by teachers according to the needs of students ✓ used to make decision about instruction and to report progress to parents
External assessment	Refers to: <ul style="list-style-type: none"> ✓ Designed, selected and controlled by other educators, woreda/subcity/region administrators, or state policy makers ✓ used as indicators of both the educational achievement of students and the quality of instructions in schools
Student learning outcomes	Refers to: <ul style="list-style-type: none"> ✓ Statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project (outcomes are usually expressed as knowledge, skills, attitudes or values).

EVIDENCE GUIDE							
	GRADUATE	PROFICIENT		HIGHLY ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
Critical aspects of competence	<ul style="list-style-type: none"> ✓ Relates assessment tasks to Planned learning outcomes ✓ Designs assessment tasks inclusive of all students, allowing students to demonstrate achievements in a variety of ways ✓ Investigates barriers 	<ul style="list-style-type: none"> ✓ Uses a range of assessment methods to collect evidence of student progress: ✓ Examines difference 	<ul style="list-style-type: none"> ✓ Uses evidence of achievement of learning outcomes to inform ongoing Planning of learning experiences. ✓ Applies comprehensive 	<ul style="list-style-type: none"> ✓ Develops and applies a comprehensive range of assessment strategies to diagnose learning needs, 	<ul style="list-style-type: none"> ✓ Recommends to colleagues modification or enhancements to assessment practices based on findings of review 	<ul style="list-style-type: none"> ✓ Evaluates school assessment policies and strategies to support colleagues using assessment data and a range of 	<ul style="list-style-type: none"> ✓ Leads and evaluates moderation activities that ensure consistent and comparable judgments of students learning to

	<p>that inhibit students' demonstration of learning outcomes</p> <ul style="list-style-type: none"> ✓ Uses valid and reliable assessment methods ✓ Provides students with clear and constructive feedback on performance within an appropriate time frame ✓ Records student learning outcomes accurately and consistently ✓ Discusses observations and judgments with colleagues to verify interpretations of recorded evidence ✓ Uses recorded evidence as a basis for estimating student attainment of learning outcomes ✓ Includes the uses of ICT enriched assessment tasks ✓ Provides detailed, accurate and informative written and oral reports on student progress, consistent with recorded assessment information 	<p>s in learning styles among individuals or groups of students to develop assessment and reporting strategies that are sensitive and responsive to individual learning needs</p> <ul style="list-style-type: none"> ✓ Applies a repertoire of and inclusive assessment and reporting strategies that consider needs across a range of ability and diversity 	<p>systems of assessment and reporting in relation to student attainment of learning outcomes</p> <ul style="list-style-type: none"> ✓ Shares with colleagues strategies for monitoring, recording and reporting student learning outcomes ✓ Accommodates different backgrounds of parents and other caregivers in school communities ensuring information about student performance can be understood 	<ul style="list-style-type: none"> ✓ Complies with curriculum requirements and support colleagues to evaluate the effectiveness of their approach to assessment. ✓ Analyses existing assessment strategies to determine their appropriateness for an individual or a group of students ✓ Develops assessment tasks that promote connections between school knowledge and local context, including language and culture 	<p>processes</p> <ul style="list-style-type: none"> ✓ Works with colleagues to use data from internal and external student assessment for evaluating learning and teaching, identifying interventions and modifying teaching practice. ✓ Works with colleagues to construct accurate, informative and timely reports to students and parents/ caregivers about student learning and achievement. ✓ Provides timely, ongoing, comprehensive information on student progress and achievement 	<p>assessment strategies to diagnose learning needs</p> <ul style="list-style-type: none"> ✓ Models exemplary assessment strategies to colleagues so that they effectively demonstrate student learning outcomes. ✓ Develops innovative assessment strategies ✓ Models exemplary practice and initiate programs to support colleagues in applying range of timely, effective and appropriate feedback strategies ✓ external student assessment data to 	<p>meet curriculum and school or system requirement</p> <ul style="list-style-type: none"> ✓ Provides expert leadership in moderation processes. ✓ Co-ordinates student performance and program evaluation using internal and
--	--	---	--	---	---	--	---

	<ul style="list-style-type: none"> ✓ Encourages ongoing constructive dialogue with parents and caregivers about student progress and achievement ✓ Document and report assessment data accurately and ongoing student data to parents and professional staff 	<p>factors: Implements a range of Planned, meaningful opportunities for students to demonstrate progress and achievement of outcomes</p> <ul style="list-style-type: none"> ✓ Provides feedback to students on their progress in relation to learning outcomes ✓ Actively seeks to address biases and errors: for example, pre-judging, confusing effort 		<ul style="list-style-type: none"> ✓ Selects from an effective range of strategies to provide targeted feedback based on informed and timely judgments of each student's current needs in order to progress learning ✓ Provides formative information to enhance student and teacher reflection in relation to learning and goal setting ✓ Contributes to enhancing the consistency of teachers' judgments within the 	<p>in relation to outcomes to parents, caregivers, students and other stakeholders</p>	<p>improve teaching practice</p> <ul style="list-style-type: none"> ✓ Evaluates and revises reporting and accountability mechanisms in the school to meet the needs of students, parents/caregivers and colleagues 	
--	--	--	--	--	--	---	--

		with achievement, cultural stereotyping, 'halo' effect ✓		school			
--	--	---	--	--------	--	--	--

Underpinning Knowledge	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Displaying understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning ✓ Demonstrating an understanding of the purpose of providing timely and appropriate feedback to students about their learning ✓ Demonstrating an understanding of assessment moderation and its application to support consistent and 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Developing, selecting and using informal and formal, diagnostic, formative and summative assessment strategies to assess student learning ✓ Providing timely, effective and appropriate feedback to students about their achievement relative to their learning goals. ✓ Understanding and participating in assessment moderation activities to support consistent and 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Developing and applying a comprehensive range of assessment strategies to diagnose learning needs ✓ Selecting from an effective range of strategies to provide targeted feedback ✓ Organizing assessment moderation activities that support consistent and comparable 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Evaluating school assessment policies and strategies to support colleagues ✓ Models exemplary assessment strategies to colleagues ✓ Leading and evaluating moderation activities that ensure consistent and comparable judgments of students learning to meet curriculum and school or system requirement ✓ Co-ordinate student performance and
-------------------------------	--	---	--	---

	<p>comparable judgments of student learning.</p> <ul style="list-style-type: none"> ✓ Demonstrating the capacity to interpret student assessment data to evaluate student learning and modify teaching practice ✓ Demonstrating an understanding of a range of strategies for reporting to students and parents/ caregivers and the purpose of keeping accurate and reliable records of student achievement 	<p>comparable judgments of student learning.</p> <ul style="list-style-type: none"> ✓ Using student assessment data to analysis and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice ✓ Reporting clearly, accurately and respectfully to students and parents/care givers about student achievement, making uses of accurate and reliable records. 	<p>judgments of students learning</p> <ul style="list-style-type: none"> ✓ Working with colleagues to uses data from internal and external student assessment ✓ Working with colleagues to construct Accurate, informative and timely reports 	<p>program evaluation using internal and external student assessment data to improve teaching practice</p> <ul style="list-style-type: none"> ✓ Evaluating and revising reporting and accountability mechanisms in the school to meet the needs of students, parents/care givers and colleagues
Underpinning Skill	<p>Demonstrate practices (Skills) to:</p> <ul style="list-style-type: none"> ✓ monitor and assess student learning outcomes to provide the basis for ongoing ✓ record student learning outcomes 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ using a range of assessment methods to collect evidence of student progress ✓ selecting appropriate assessment methods for 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ developing and applying fair and inclusive practices in assessment and reporting ✓ developing and 	<p>Demonstrate skills in :</p> <ul style="list-style-type: none"> ✓ Evaluating school assessment policies and strategies to support colleagues ✓ Models exemplary assessment strategies

	<ul style="list-style-type: none"> ✓ report progress to parents and others responsible for the care of students 	<p>outcomes monitored</p> <ul style="list-style-type: none"> ✓ choosing fair assessment methods ✓ uses assessment methods that provide feedback to inform and guide instruction ✓ reporting student learning outcomes ✓ demonstrating progress of student processes, products and performances. ✓ Undertaking interpretation and analysis of recorded evidence. ✓ Applying comprehensive systems of assessment and reporting in relation to student attainment of learning outcomes 	<p>implementing a range of exemplary assessment strategies</p> <ul style="list-style-type: none"> ✓ reviewing the effectiveness of exemplary assessment strategy ✓ making consistent judgments on student progress and achievement based on a range of evidence ✓ sharing knowledge and experience of using exemplary assessment strategies with colleagues ✓ providing comprehensive, relevant information to students, parents and other caregivers and the wider community 	<p>to colleagues</p> <ul style="list-style-type: none"> ✓ Leading and evaluating moderation activities that ensure consistent and comparable judgments of students learning to meet curriculum and school or system requirement ✓ Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice ✓ Evaluating and revising reporting and accountability mechanisms in the school to meet the needs of students, parents/care givers and colleagues
--	--	---	---	--

Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher’s reflection Interview / Oral Questioning :Portfolio; written test
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.

PROFESSIONAL ENGAGEMENT

STANDARD 6	ENGAGE IN PROFESSIONAL LEARNING						
STANDARD CODE	<i>G006</i>	<i>P006</i>	<i>H006</i>	<i>L006</i>			
STANDARD DESCRIPTOR	<i>This unit describes the required knowledge of teachers to describe how teachers manage with their own professional learning and contribute to the professional learning of their colleague</i>	<i>This unit describes the required knowledge of teacher’s contribution to the development of a learning community.</i>	<i>This unit describes the required knowledge of teachers to engage in critical self reflection in teaching practice and teacher leadership and promote the development of a learning community.</i>	<i>This unit describes the required knowledge of teachers to contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback</i>			
ELEMENT	PERFORMANCE CRITERIA						
	GRADUATE	PROFICIENT		HIGHLY ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
6.1 Identify and Plans professional learning needs	6.1.B1 Establishes goals for his or her own professional development 6.1.B2	6.1J1 Assists colleagues to Plans and implement action strategies to	6.1T1 Reflects regularly on a wide range of actions and	6.1.H1 Analyses the national professional standards for teachers to Plans personal	6.1.A1 Works with colleagues in the Planning, designing and application of professional	6.1.L1 Uses comprehensive knowledge of the national standards for teachers to	6.1.S1 Models for the school community the process of identifying opportunities

	<p>Uses the National Professional Standards for Teachers and advice from colleagues to identify and Plans professional learning needs</p> <p>6.1.B3 Plans action, based on reflections, to promote own professional growth</p>	<p>respond to identified professional learning needs.</p> <p>6.1.J2 Assists colleagues to determine and prioritize professional development needs</p>	<p>experiences to identify areas for ongoing professional growth</p> <p>6.1.T2 Identifies and explores professional learning needs and opportunities</p>	<p>professional development goals,</p> <p>6.1.H2 Supports colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice</p>	<p>learning opportunities catering for varying needs and interests of teachers</p> <p>6.1.A2 Plans for professional learning by accessing and critiquing relevant school based research</p>	<p>Plans and lead the improvement of professional learning modules and school programs that address the professional learning needs of colleagues and pre-service teachers .</p>	<p>and challenges to enhance personal performance</p>
6.2. Engage in professional learning and improve practice	6.2.B1 Participates in networking, workshops, conferences, seminars or courses and engages in professional reading	6.2.J2 Engages in frequent critical reflection on professional experiences and practice 6.2.J3 Participates regularly in professional learning linked to identify needs.	6.2.T1 Modifies own professional approach based on reflections 6.2.T2 Engages in School based research	6.2.H1 Engages in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable	6.2.A1 Participates in a range of appropriate professional learning that enhances teaching and learning practice	6.2.L1 Initiates collaborative relationships to expand professional learning opportunities	6.2.S1 Identifies, analyses and responds to contemporary educational issues, trends research and, system initiatives
6.3. Engage with colleagues and improve practice	6.3.B1 Collaborates with other professionals to solve problems, generate new ideas, shape experiences and	6.3.J1 Seeks feedback on own professional effectiveness from a variety of	6.3.T1 Responds constructively to questions, queries and concerns raised	6.3.H1 Initiates and engage in professional discussions	6.3.A1 Creates a secure team environment in which members are encouraged	6.3.L1 Implements professional dialogue within the school or	6.3.S1 Works with team members to address individuals

	<p>seek and provide feedback</p> <p>6.3.B2 Seeks and uses assistance from colleagues to address identified professional learning needs</p> <p>6.3.B3 Obtains feedback from a variety of sources to prompt reflection and action</p> <p>6.3.B4 Engages in dialogue with colleagues in relation to professional issues</p> <p>6.3.B5 Uses effective communication processes to obtain and share information</p> <p>6.3.B6 Respects the various perspectives of others when addressing issues associated with teaching and learning and student care</p>	<p>sources:</p> <p>6.3.J2 Engages in constructive dialogue about teaching and learning with colleagues</p> <p>6.3.J3 Assists colleagues to build and maintain professional relationships within the school community</p>	<p>by colleagues</p> <p>6.3.T2 Shares Planning, implementation, monitoring, assessment, recording and reporting strategies.</p> <p>6.3.T3 Encourages individuals to provide constructive feedback and support to other team members</p>	<p>with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students</p> <p>6.3.H2 Provides consistent feedback to others in relation to their self-development</p> <p>6.3.H3 Initiates conversation related to teaching and learning issues with colleagues and other members of the school</p>	<p>to take risks and seek challenges</p> <p>6.3.A2 Recognizes team members strengths and interests and, where possible, incorporates them into work assignments</p> <p>6.3.A3 Values, promotes and openly acknowledges the contributions of all team members</p> <p>6.3.A4 Encourages colleagues to develop innovative teaching and learning strategies to more effectively meet the needs of individuals or groups of students.</p>	<p>professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students</p> <p>6.3.L2 Applies and shares acquired teaching and leadership skills gained through a variety of professional growth opportunities</p> <p>6.3.L3 Models innovative and/or exemplary teaching and learning strategies to colleagues</p> <p>6.3.L4</p>	<p>concerns and queries</p> <p>6.3.S2 Provides constructive feedback to others in relation to their self-development</p> <p>6.3.S3 Models effective verbal and nonverbal and media communication techniques and support positive changes in colleagues' communication abilities and style</p>
--	--	--	---	--	---	---	---

	<p>6.3.B7</p> <p>Works with team members to prioritize tasks.</p>			<p>community</p> <p>6.3.H4 Articulates the school's goals, policies, procedures and routines for colleagues</p> <p>6.3.H5 Seeks and utilizes feedback actively and consistently from the school community to further develop professional practices</p> <p>6.3.H6 Provides team members with support and constructive feedback</p>		<p>Evaluates the effectiveness of teacher professional learning activities to address student learning needs</p> <p>6.3.L5</p> <p>Values the contributions made by team members from all backgrounds</p>	
--	--	--	--	---	--	---	--

<p>6.4 Apply professional learning and improve student learning</p>	<p>6.4.B1 Identifies theories, concepts and ideas that underpin approaches to teaching and learning</p> <p>6.4.B2 Describes approaches to teaching and learning</p> <p>6.4.B3 Outlines implications for professional practice arising from approach described and used</p> <p>6.4.B4 Uses classroom observation, information about students, pedagogical knowledge and research as sources for active reflection and review the ongoing development</p>	<p>6.4.J1. Presents to colleagues through knowledge, understanding and/or skills acquired through participation in professional learning activities</p> <p>6.4.J1. Contributes a personal perspective on professional issues and concerns while respecting the views of others</p> <p>6.4.J1. Offers support and advice to colleagues across a range of professional issues</p>	<p>6.4.T1. Prompts colleagues to reflect on professional experiences, issues, decision-making and practice to enhance student learning</p> <p>6.4.T2. Conducts demonstration lessons for pre-service, beginner and/or experienced teachers as appropriate</p>	<p>6.4.H1. Provides opportunities for teachers to reflect on their professional experiences in order to respond to issues and challenges related to teaching and learning.</p> <p>6.4.H2. Provides professional support to colleagues with varying levels of experience:</p>	<p>6.4.A1. Acts as a critical friend to colleagues to enhance teacher effectiveness,</p> <p>6.4.A2. Promote encourages and facilitates teachers' participation in school-based teaching and learning research projects</p>	<p>6.4.L1 Advocates, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning</p> <p>6.4.L2 Creates opportunities for colleagues and community members to trial new approaches and solutions in responding to issues and challenges associated with teaching and learning</p> <p>6.4.L3 Adopts the roles of researcher, presenter,</p>	<p>6.4.S1 Incorporates the understandings of wider educational perspectives on system initiatives to motivate, facilitate and enhance the professional growth of colleagues</p> <p>6.4.S2 Implements and establishes mechanisms for monitoring progress of delegated tasks</p>
--	---	--	---	--	--	--	--

	6.4.B5 Undertakes classroom-based self-development projects: for example action research, work-shadowing					facilitator, coach and mentor to provide appropriate and varied opportunities for colleagues to build on existing experiences and expertise	
--	--	--	--	--	--	---	--

VARIABLES	RANGE
<i>professional reading</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ Undertaking reading to improve the principles of effective classroom management or acquiring mentoring skills to assist colleagues with classroom management issues. ✓ Reading to engage with current theories of education, general principles of teaching and learning. ✓ Reading to keep up to date with developments in the field of education
<i>variety of sources:</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ colleagues, students and parents
<i>varying levels of experience:</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ pre-service teachers, beginner teachers, teachers new to a school context and experienced teachers
<i>all backgrounds:</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ colleagues, parents and care givers, woreda/ kebele office and central office personnel, education support personnel, association representatives
<i>self-development projects:</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ action research, work-shadowing
<i>varying levels of experience:</i>	May include but not limited to: <ul style="list-style-type: none"> ✓ pre-service teachers, beginner teachers, teachers new to a school context and experienced teachers

work-shadowing	Refers to <ul style="list-style-type: none"> ✓ process where one staff member follows another in their work role for a period of time ✓ is an informal type of work experience where you observe someone in their role to understand how they do their job
Critical friend	Is designed to: <ul style="list-style-type: none"> ✓ create a professional learning community ✓ make teaching practice explicit and public by “talking about teaching” ✓ help people involved in schools to work collaboratively in democratic and reflective communities ✓ establish a foundation for sustained professional development based on spirit of inquiry ✓ provide a context to understand the works with students, relationships with peers and thoughts, assumptions, and beliefs about teaching and learning ✓ help educators help each other turn theories into practice and standards into actual student learning ✓ improve teaching and learning

EVIDENCE GUIDE							
	GRADUATE	PROFICIENT		HIGHLY ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
Critical aspects of competence	<ul style="list-style-type: none"> ✓ Plans action, based on reflections, to promote own professional growth ✓ Uses the National Professional Standards for Teachers and advice from colleagues to identify and Plans professional learning needs ✓ Participates in networking, workshops, conferences, seminars or courses and engages in professional reading ✓ Collaborates with other 	<ul style="list-style-type: none"> ✓ Assists colleagues to Plans and implement action strategies to respond to identified professional learning needs. ✓ Seeks feedback on own professional effectiveness from a 	<ul style="list-style-type: none"> ✓ Reflects regularly on a wide range of actions and experiences to identify areas for ongoing professional growth ✓ Engages in frequent critical reflection on professiona 	<ul style="list-style-type: none"> ✓ Analyses the national professional standards for teachers to Plans personal professional development goals, ✓ Works with colleagues in the Planning, designing and 	<ul style="list-style-type: none"> ✓ Plans for professional learning by accessing and critiquing relevant school based research ✓ Engages in high quality targeted opportunities to 	<ul style="list-style-type: none"> ✓ Evaluates school assessment policies and strategies to support colleagues using assessment data and a range of assessment strategies to diagnose learning 	<ul style="list-style-type: none"> ✓ Evaluates and revises reporting and accountability mechanisms in the school to meet the needs of students, parents/car e givers and colleague Models

	<p>professionals to solve problems, generate new ideas, shape experiences and seek and provide feedback</p> <ul style="list-style-type: none"> ✓ Respects the various perspectives of others when addressing issues associated with teaching and learning and student care ✓ Identifies theories, concepts and ideas that underpin approaches to teaching and learning ✓ Uses classroom observation, information about students, pedagogical knowledge and research as sources for active reflection, review and ongoing development ✓ Undertakes classroom-based self-development projects: 	<p>variety of sources</p> <ul style="list-style-type: none"> ✓ Engages in constructive dialogue about teaching and learning with colleagues ✓ Shares Planning, implementation, monitoring, assessment, recording and reporting strategies. ✓ Presents to colleagues through knowledge, understanding and/or skills acquired through participation in professional learning activities ✓ Conducts demonstration lessons for pre-service, 	<p>l experiences and practice</p> <ul style="list-style-type: none"> ✓ Contributes a personal perspective on professional issues and concerns while respecting the views of others ✓ Prompts colleagues to reflect on professional experiences, issues, decision-making and practice to enhance student learning 	<p>application of professional learning opportunities catering for varying needs and interests of teachers</p> <ul style="list-style-type: none"> ✓ Participates in a range of appropriate professional learning that enhances teaching and learning practice ✓ Encourages colleagues to develop innovative teaching and learning strategies to more effectively meet the needs of individuals or groups of students. ✓ Acts as a 	<p>improve practice and offer quality placements for pre-service teachers where applicable</p> <ul style="list-style-type: none"> ✓ Provides professional support to colleagues with varying levels of experience ✓ Provides consistent feedback to others in relation to their self-development ✓ creates a secure team environment in which members are encouraged to take risks and seek challenges 	<p>needs</p> <ul style="list-style-type: none"> ✓ Develops innovative assessment strategies ✓ Leads and evaluates moderation activities that ensure consistent and comparable judgments of students learning to meet curriculum and school or system requirements ✓ Co-ordinates student performance and program evaluation using internal and external student assessment data to improve 	<p>exemplary assessment strategies to colleagues so that they effectively demonstrate student learning outcomes</p> <ul style="list-style-type: none"> ✓ Models exemplary practice and initiate programs to support colleagues in applying range of timely, effective and appropriate feedback strategies Provides expert leadership in moderation processes.
--	--	---	--	--	---	---	--

		beginner and/or experienced teachers as appropriate		critical friend to colleagues to enhance teacher professional effectiveness ✓ Promotes, encourages and facilitates teachers' participation in school-based teaching and learning research projects	✓ Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students	teaching practice	
--	--	---	--	---	---	-------------------	--

Underpinning Knowledge	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Demonstrating an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs ✓ Understanding the relevant and appropriate sources 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Using the National Professional Standards for Teachers and advice from colleagues to identify and Plans professional learning needs ✓ Participating in learning to update knowledge and 	Demonstrate knowledge and attitude of: <ul style="list-style-type: none"> ✓ Analyzing the national professional standards for teachers to Plans personal professional development goals ✓ Planning for professional learning by accessing and critiquing relevant 	Demonstrate knowledge of: <ul style="list-style-type: none"> ✓ Using comprehensive knowledge of the national standards for teachers to Plans and lead the development of professional learning policies and programs . ✓ Initiating collaborative relationships to expand professional learning opportunities ✓ Implementing professional dialogue within the school or
-------------------------------	--	---	--	---

	<p>of professional learning for teachers.</p> <ul style="list-style-type: none"> ✓ Seeking and applying constructive feedback from supervisors and teachers to improve teaching practices ✓ Demonstrating an understanding of the rationale for continued professional learning and the implications for improved student learning 	<p>practice, targeted to professional needs and school and/or system priorities.</p> <ul style="list-style-type: none"> ✓ Contributing to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice ✓ Undertaking professional learning programs designed to address identified student learning needs 	<p>research, engage in high quality targeted opportunities</p> <ul style="list-style-type: none"> ✓ Initiating and engaging in professional discussions with colleagues in a range of forums ✓ Engaging with colleagues to evaluate the effectiveness of teacher professional learning activities 	<p>professional learning network(s) that is informed by feedback,</p> <ul style="list-style-type: none"> ✓ analysis of current research and practice ✓ Advocating participate in and lead strategies to support high-quality professional learning opportunities for colleagues
Underpinning Skill	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Reflecting on professional experiences ✓ Initiating action to promote ongoing professional growth ✓ Explaining own developing approach to teaching and learning 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Showing a strong, ongoing commitment to professional learning. ✓ Supporting the induction of colleagues to the school environment or pre-service teachers to the school context. ✓ Sharing professional knowledge, understanding and skills ✓ Contributing to the development of a learning community 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Identifying and explores professional learning needs and opportunities ✓ Working with colleagues in the Planning, design and application of professional learning opportunities ✓ Planning for professional learning actively and consistently seeking 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Creating opportunities for colleagues and community members to trial new approaches and solutions ✓ Adopting the roles of researcher, presenter, facilitator, coach and mentor ✓ Applying and shares acquired teaching and leadership skills gained through a variety of professional growth opportunities ✓ Promoting, encouraging and facilitating teachers

		✓ Providing professional support to colleagues	and utilizing feedback from the school community ✓ Providing consistent feedback to others ✓ Engaging with colleagues to evaluate the effectiveness of teacher professional learning activities	participation in school-based teaching and learning research projects ✓ Incorporating the understandings of wider educational perspectives on system initiatives
Assessment methods	✓ Competency may be assessed through: Class room observation ;Teacher’s reflection Interview / Oral Questioning :Portfolio; written test			
Context of assessment	✓ Competency may be assessed in the schools and area selected for written test.			

PROFESSIONAL ENGAGEMENT

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

	GRADUATE	PROFICIENT		HIGHLY ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>
7.1 Meet professional ethics	7.1.B1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	7.1.J1 Create awareness about principles described in code of ethics and conduct in the teaching profession	7.1.T1 Implement the principles described in codes of ethics and conduct for the teaching profession	7.1.H1 Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgments in all school and community contexts	7.1.A1 Create conducive environment to implement high ethical standards and share practically model experiences	7.1.L1 Model exemplary ethical behavior and exercise informed judgments in all professional dealings with students, colleagues and the community	7.2.S1 Motivate colleagues to develop model ethical behavior in the school community
7.2 Comply with legislative, administrative and organizational requirements	7.2.B1 Understand and uses the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage 7.1.B2 Accepts personal and professional accountability	7.2.J1. Understand and uses the implications of and comply with relevant legislative, administrative, organizational and professional requirements, policies and processes	7.2.T1 Create awareness on legislative, administrative organizational professional requirements , policies and processes, and how to implement them	7.1.H1 Support colleagues to review and interpret legislative administrative, and organizational requirements, policies and processes	7.2.A1 Evaluate how colleagues review and interpret them	7.1.L1 Initiate, develop and implement relevant school policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organizational and professional responsibilities	7.2.S1 Share how policy concepts can be adapted contextually
7.3 Organize and support team	7.3.B1 Meets with members of the	7.3.J1	7.3.T1 Liaises with	7.1.H2	7.2.A2 Provides	7.3.L2 Briefs the team	7.3.S1 Analyses

meetings	school community in relation to the work of the team.	Coordinates the scheduling of team meetings 7.3.J2 Attends to organizational tasks to support the effective functioning of team meetings	team members between team meetings	Collaborates with members to negotiate the tasks, resources, responsibilities and desired outcomes of teamwork	opportunities for team members to clarify particular tasks or seek further direction	regularly in relation to progress and developments to minimize ambiguity and uncertainty. analyses tasks	tastes and Negotiates responsibilities, as appropriate as possible
7.4. Engage with the parents/care givers	7.4.B1 Uses strategies for working effectively, sensitively and confidentially with parents/care givers 7.4.B2 Uses a variety of strategies to communicate with parents and care givers about student learning 7.4.B3 Welcome communication from parents and reply in a timely manner	7.4.J1 Exemplifies clear and effective communication by using clear and correct spoken and written language	7.4.T1 Maintains appropriate confidentiality in all communication with parents and care givers	7.4.H1 Demonstrates responsiveness in all communications with parents/caregivers about their children's learning and well-being	7.4.A1 Form Partnership with parents and care givers to support student learning and development.	7.4.L1 Identifies, initiates and builds on opportunities that engage parents/care givers in both the progress of their children's learning and in the educational priorities of the school	7.4.S1 Creates classroom, school and Woreda/kebele learning environments in which parents/care givers are active participants in students' learning and achievement
7.5. Engage with professional teaching networks and broader communities	7.5.B1 Understand and identify the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. 7.5.B2	7.5.J1 Forms partnerships with members of the community to support student learning 7.5.J2	7.5.T1 Plans with other ways in which the partners can benefit from the diversity of members of the partnership 7.5.T2	7.5.H1 Contribute to professional networks and associations and build productive links with community to	7.5.A1 Demonstrates high-level interpersonal skills in building and enhancing partnership	7.5.L1 Takes a leadership role in professional and community networks and support the involvement of colleagues in	7.5.S1 Institutes parent/family involvement practices that support meaningful communication, parenting

	<p>participates in collegial school activities designed to enhance student learning</p> <p>7.5.B3</p> <p>seeks collegial perspectives in attempting to respond to issues, problems or challenges</p> <p>7.5.B4</p> <p>offers a personal perspective on issues, problems or challenges</p> <p>7.5.B5</p> <p>models, respect and support for diversity of teaching and working styles</p> <p>7.5.B6</p> <p>Establish productive relationships with members of the school community and consult with and learn from others</p>	<p>Works to resolve problems, issues and concerns of partners in a sensitive and respectful manner</p> <p>7.5.J3</p> <p>Works with partners to establish the purpose of the partnership</p>	<p>Uses the benefits associated with working with a diverse teaching and non-teaching staff to meet student learning needs.</p>	<p>improve teaching and learning</p> <p>7.5.H2</p> <p>Motivates and leads others in the development and recognition of collaborative partnerships with colleagues and the community</p>	<p>7.5.A2</p> <p>Contributes to the development of key outcomes to guide partnership</p>	<p>external learning opportunities</p> <p>7.5.L2</p> <p>Encourages colleagues and community members to collaborate and take risks in developing new approaches to teaching and learning to meet the needs of all students</p>	<p>skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school</p>
--	---	--	---	--	---	--	---

VARIABLES	RANGE
<i>team members from all backgrounds</i>	<p>Refers to:</p> <ul style="list-style-type: none"> ✓ colleagues, parents and caregivers, woreda / sub city office and regional and federal office experts , supervisors, association representatives
<i>codes of ethics for the teaching profession</i>	<ul style="list-style-type: none"> ✓ The teachers development program blue print outlines the code of Ethics for teachers. This code states that teachers should at all times behave ethically not only toward students, but colleagues, parents, school officials and the community.

<i>Collaborative, systematic approach</i>	Refers to <ul style="list-style-type: none"> ✓ collaborative engagement between Teachers, Students and Parents to ensure a coordinated and holistic approach to improve coordination and integration.
<i>School administrative and organizational requirements</i>	Are related to <ul style="list-style-type: none"> ✓ school policy making, administration, leadership, decision making knowledge and skills.
<i>Professional and community networks</i>	Refers to; <ul style="list-style-type: none"> ✓ Cooperation between members, Sharing of information and learning, Mutual peer support, New opportunities.

EVIDENCE GUIDE								
	GRADUATE		PROFICIENT		HIGHLY ACCOMPLISHED		LEAD	
	<i>Beginner Teacher</i>	<i>Junior Teacher</i>	<i>Teacher</i>	<i>Higher Teacher</i>	<i>Associate Lead Teacher</i>	<i>Lead Teacher</i>	<i>Senior Lead Teacher</i>	
Critical aspects of competence	<ul style="list-style-type: none"> ✓ Understand and apply the key principles described in codes of ethics and conduct for the teaching profession ✓ Understand and uses the relevant 	<ul style="list-style-type: none"> ✓ Implements the principles described in codes of ethics and conduct for the teaching profession ✓ Understands and uses the implications of and comply with 	<ul style="list-style-type: none"> ✓ Exemplify clear and effective communication by using clear and correct spoken and written language ✓ Forms partnerships with 	<ul style="list-style-type: none"> ✓ Maintains high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgments in all school and community contexts ✓ Supports 	<ul style="list-style-type: none"> ✓ motivates and leads others in the development and recognition of collaborative partnerships with colleagues and the community ✓ Demonstrates 	<ul style="list-style-type: none"> ✓ Models exemplary ethical behavior and exercise informed judgments in all professional dealings with students, colleagues and the community 	<ul style="list-style-type: none"> ✓ Institutes parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and 	

	<p>legislative, administrative and organizational policies and processes required for teachers according to school stage</p> <ul style="list-style-type: none"> ✓ Meets with members of the school community in relation to the work of the team. ✓ Uses strategies for working effectively, sensitively and confidentially with parents/caregivers ✓ Understands and identifies the role of external professionals and 	<p>relevant legislative, administrative, organizational and professional requirements, policies and processes</p> <ul style="list-style-type: none"> ✓ Attends to organizational tasks to support the effective functioning of team meetings 	<p>members of the community to support student learning</p> <ul style="list-style-type: none"> ✓ Uses the benefits associated with working with a diverse teaching and non-teaching staff to meet student learning needs. 	<p>colleagues to review and interpret legislative administrative, and organizational requirements, policies and processes</p> <ul style="list-style-type: none"> ✓ Collaborates with members to negotiate the tasks, resources, responsibilities and desired outcomes of teamwork ✓ Demonstrates responsiveness in all communications with parents/caregivers about their children's learning and well-being 	<p>high-level interpersonal skills in building and enhancing partnerships</p>	<ul style="list-style-type: none"> ✓ Initiates, develops and implements relevant school policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organizational and professional responsibilities ✓ Implements and establishes mechanisms for monitoring progress of delegated tasks ✓ Identifies, initiates and builds on opportunities that engage parents/care 	<p>decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school</p> <p>Takes a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities</p> <ul style="list-style-type: none"> ✓ Encourages colleagues and community members to collaborate and take risks in enveloping new approaches to teaching and learning
--	--	---	--	--	---	--	---

	community representatives in broadening teachers' professional knowledge and practice.					givers in both the progress of their children's learning and in the educational priorities of the school	to meet the needs of all students
--	--	--	--	--	--	--	-----------------------------------

Underpinning Knowledge	<p>Demonstrate knowledge and understanding:</p> <ul style="list-style-type: none"> ✓ In applying the key principles described in codes of ethics and conduct for the teaching profession ✓ Of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. ✓ Of relevant legislative, administrative and organizational policies and processes required for teachers according to school stage ✓ Of strategies for working effectively, sensitively and confidentially with parents/ caregivers 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ✓ Meeting codes of ethics and conduct established by regulatory authorities, systems and schools ✓ Understanding the implications of and comply with relevant legislative, administrative, organizational and professional requirements, policies and processes ✓ Establishing and maintaining respectful collaborative relationships with parents/care givers regarding their children's learning and well-being. ✓ Participating in professional and community networks and forums to broaden knowledge and improve practice 	<p>Demonstrate knowledge and attitude of:</p> <ul style="list-style-type: none"> ✓ Maintain high ethical standards and support colleagues to interpret codes of ethics ✓ Support colleagues to review and interpret legislative administrative, and organizational requirements ✓ Demonstrate responsiveness in all communications with parents/caregivers ✓ contribute to professional networks and associations and build productive links with wider community 	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ✓ Modeling exemplary ethical behavior and exercise informed judgments in all professional dealings with students, colleagues and the community ✓ Initiating ,developing and implementing relevant policies and processes to support colleagues' compliance with and understanding of existing legislative, administrative, organizational ad professional responsibilities ✓ identifying, initiating and building on opportunities that engage parents/care givers in both the progress of their children's learning and in the educational priorities of the school
-------------------------------	---	---	--	--

				<ul style="list-style-type: none"> ✓ Taking a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities
Underpinning Skill	<p>Demonstrate engagement in:</p> <ul style="list-style-type: none"> ✓ Building and maintaining learning partnerships with students ✓ Working co-operatively with colleagues and community ✓ interacting effectively with parents and other caregivers 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ building partnerships with members of the wider school community to support student learning ✓ engaging in team Planning processes ✓ contributing to team meetings 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ creating a secure team environment in which members are encouraged to take risks and seek challenges ✓ identifying, analyzing and responding to contemporary educational issues, trends, research and system initiatives ✓ Encouraging colleagues to develop innovative teaching and learning strategies to more effectively meet the needs of individuals or groups of students. ✓ Mentoring team members to assist in the achievement of quality outcomes ✓ providing opportunities for team members to clarify particular tasks or seek further direction ✓ Implementing and establishes mechanisms for monitoring progress of delegated tasks 	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> ✓ Modeling effective verbal and nonverbal and media communication techniques and support positive changes in colleagues' communication abilities and style ✓ Creating classroom ,school and district learning environments in which parents care givers are active participants in students' learning and achievement ✓ Encouraging colleagues and community members to collaborate and take risks in developing new approaches to teaching and learning to meet the needs of all students ✓ Motivating and leads others in the development and recognition of collaborative partnerships with colleagues and the community ✓ modeling innovative and/or exemplary teaching and learning strategies to

			<ul style="list-style-type: none"> ✓ Using effective communication strategies to convey ideas (such as using vocabulary appropriate to students age and interests), ask questions and stimulate Forming partnership with parents and care givers to support student learning and development ✓ discussions 	<ul style="list-style-type: none"> colleagues ✓ Instituting parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school
Assessment methods	<ul style="list-style-type: none"> ✓ Competency may be assessed through: Class room observation ;Teacher’s reflection Interview / Oral Questioning :Portfolio; written test 			
Context of assessment	<ul style="list-style-type: none"> ✓ Competency may be assessed in the schools and area selected for written test. 			