

Assessing Trainee Teachers

PROFESSIONAL DEVELOPMENT GUIDE FOR TUTORS

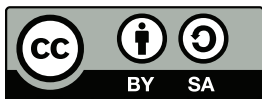




THEME 7: ASSESSING TRAINEE TEACHERS



The Government of Ghana



T-TEL Professional Development Programme. Theme 7: Assessing Trainee Teachers (Professional Development Guide for Tutors). Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License. Version 1, August 2017.

TABLE OF CONTENTS

FOREWORD	5
UNIT 1. ASSESSING TRAINEE TEACHERS AGAINST NATIONAL TEACHERS’ STANDARD AND THROUGH THE NATIONAL TEACHER EDUCATION CURRICULUM (NTCEF) PART 1	7
Unit 1 - Annexe 1: National Teachers’ Standards and Teacher Education Curriculum Framework	11
UNIT 2. ASSESSING TRAINEE TEACHERS AGAINST THE NATIONAL TEACHERS’ STANDARDS AND THROUGH THE NATIONAL TEACHER EDUCATION CURRICULUM FRAMEWORK (PART 2)	13
Unit 2 - Annexe 1	17
Unit 2 - Annexe 2	19
UNIT 3. DEVELOPING A PROFESSIONAL TEACHING PORTFOLIO	23
Unit 3 - Annexe 1A: Developing a Professional Teaching Portfolio	26
Unit 3 - Annexe 1B	29
UNIT 4. ASSESSING PROFESSIONAL TEACHING PORTFOLIOS	37
Unit 4 - Annexe 1: Rubrics for Assessing Professional Teaching Portfolios	40
Unit 4 - Annexe 2: Core/Transferable Skills	42
UNIT 5. UNDERSTANDING ASSESSMENT OF TRANSFERABLE SKILLS	47
Unit 6. INTRODUCTION TO SUPPORTING TRAINEE TEACHERS WITH DIVERSE NEEDS AND ABILITIES, INCLUSIVITY AND EQUITY IN TRAINING NEW TEACHERS	51
Unit 7. ASSESSING PRACTICAL SKILLS USING PORTFOLIOS	55
UNIT 8. ASSESSING IN-SCHOOL/ON-CAMPUS TEACHING AND LEARNING	59
Unit 8 - Annexe 1: Assessing In-School/Off Campus Teaching and Learning	63
UNIT 9. ASSESSING IN-SCHOOL/ON-CAMPUS TEACHING AND LEARNING AND REVIEW	71
Unit 9 - Annexe 1: Supported Teaching in Schools	74
ACKNOWLEDGEMENTS	77



Theme 7: Assessing Trainee Teachers

FOREWORD

Teachers constitute the most important resource in education therefore there is no gainsaying that any educational system is as good as the teachers in it. It follows that the main way of improving the quality of learning that takes place in any educational system is to improve the quality of teaching in that system. One way of enhancing the quality of teaching in any institution is by providing teachers with the opportunity to continually improve their skills and knowledge through appropriate continuing development programmes.

It is indeed encouraging to know from the recent midline survey conducted by an independent research organisation, into teaching approaches by newly qualified basic school teachers, that these teachers are using interactive student-focused strategies that are known to enhance learning. The survey suggests that student teachers are learning these skills from their tutors, because the specific skills that beginning teachers are using in their classrooms are the same as the skills that tutors are demonstrating in theirs!¹ Buoyed by the this research evidence, T-TEL is determined to encourage even more tutors to attend professional development sessions and share ideas with their colleagues about creative and innovative ways of improving student learning in order to influence more NQTs to use appropriate teaching strategies.

Beginning with this theme (Theme 7) tutors will be awarded certificates for attending professional development sessions as well as certificates for employing student-focused approaches. Both categories of certificates will be issued by T-TEL, signed by the College Principal and endorsed by the National Council for Tertiary Education (NTCE) and the National Teaching Council (NTC). These certificates will be recognised by both agencies and others for various purposes.

For certificate of attendance for a particular theme, a tutor will be required to attend at least 80% of the professional development sessions in that theme. T-TEL's M&E data, and the CoE records of attendance will be used to validate attendance. For the certificate of application, which will be awarded for a longer period of learning than one theme, a tutor will be required to put together a portfolio evidencing their learning and improving skills (including use of student-focused approaches). The portfolio will be endorsed by their Principal in consultation with their Head of Department. More information about the certificate of application will follow soon.

It is our hope that tutors will take advantage of this opportunity and not only attend professional development sessions regularly, but also continue to use and influence trainee teachers to use student-focused teaching strategies.

¹ T-TEL (2017) T-TEL Midline Survey Report August 2017. JMK: Accra



Theme 7: Assessing Trainee Teachers

UNIT 1. ASSESSING TRAINEE TEACHERS AGAINST NATIONAL TEACHERS' STANDARD AND THROUGH THE NATIONAL TEACHER EDUCATION CURRICULUM (NTECF) Part 1

Overview

This unit provides an overview of a new theme: **'Assessing Trainee Teachers'**.

We begin this Session with an overview of Theme 7 as follows:

Overview (10 minutes)

The purpose of Theme 7, 'Assessing Trainee Teachers', is to introduce you to changes in the assessment of teacher trainees outlined in the National Teachers' Standards (NTS) and emphasised throughout the National Teacher Education Framework (NTECF). The changes will be effected in the assessment of trainees in the new Diploma in Basic Education (DBE) curriculum, which will be designed to support the efforts of government to transform teacher education and learning in Ghana.

Objectives of Theme 7

By the end of the Theme 7, you will have:

- Demonstrated understanding of the philosophy of assessment in the NTS and NTECF;
- Identified the similarities and differences in assessment strategies in the current DBE curriculum and those emphasised in the NTS and NTECF;
- Identified ways you can use the changes in assessment to strengthen your current formative and continuous assessment of trainees:
 - i. How to create and use professional portfolios to assess trainee teachers.
 - ii. Ways of assessing the quality of trainees' teaching in school.
- Prepared yourself towards using the assessment strategies emphasised in the NTS and NTECF, which underpin the assessment of teacher trainees in the new DBE curriculum.

Theme 7 is made up of the following units:

Unit 1: Assessing Trainee Teachers against the National Teachers' Standards and through the new Diploma in Basic Education (Part 1)

Unit 2: Assessing Trainee Teachers against the National Teachers' Standards and through the new Diploma in Basic Education (Part 2)

Unit 3: Developing Professional Teaching Portfolios

Unit 4: Assessing Professional Teaching Portfolios

Unit 5: Understanding Assessment of Transferable Skills

Unit 6: Introduction to Supporting Trainee Teachers with Diverse Needs and Abilities, Inclusivity and Equity in Training new teachers

Unit 7: Assessing Practical Skills

Unit 8: Assessing In-School / Off-Campus Teaching and Learning

Unit 9: Assessing In-School / Off-Campus Teaching and Learning and review

We will now begin Unit 1: Assessing Trainee Teachers against the National Teachers' Standards and through the new DBE Curriculum (part 1)

Session objectives

By the end of this session you will have:

- Discussed an overview of the curriculum reforms being introduced by government with the support of UKAid in the preparation of teachers in Ghana.
- Described how you assess teacher trainees through the current DBE Curriculum.
- Examine how you will be assessing teacher trainees in the three domains (Professional Values and Attitudes, Professional Knowledge and Professional Practice) of the NTS, in line with the NTECF.

INTRODUCTION

Assessment is the purposeful, systematic and ongoing collection of information for making decisions on students' learning as well as curriculum development, implementation, and evaluation. Assessment is a means to an end and not an end in itself. This principle underscores the point that assessment influences student motivation and learning. The nature of assessment influences what is learned and the degree of meaningful engagement by student in the learning process. It is, therefore, necessary to assess trainee teachers in a manner that will prepare them for the responsibility ahead of them.

Indeed, trainee teachers must be assessed in a manner that has the greatest positive impact on their progress towards being effective, engaging, and inspirational new teachers who embrace equity and inclusivity in the line with the NTS. As noted in Theme 6, trainee teachers must be realistically and fairly assessed against the NTS in accordance with what can be reasonably expected of teachers still learning to teach. Trainee teachers' innovative skills will need to be assessed as appropriate to the specific context and circumstances they are in, and for the learners they are to teach.

Activity 1: Philosophy for assessing trainee teachers (30 minutes)

GROUP DISCUSSION (30 MINUTES)



- Individually, state your personal philosophy for assessing trainee teachers:
 - a. Why do you assess trainee teachers?
 - b. Which attribute(s) of trainee teachers' do you assess?
 - c. What assessment strategies do you use to assess trainee teachers?
- In pairs, compare your responses with your colleagues. What is similar? What is different?
- Share your responses in a whole class discussion.

Activity 2: Discussion of assessment objectives emphasised in the National Teachers' Standards. (40 minutes)

GROUP DISCUSSION (40 MINUTES)

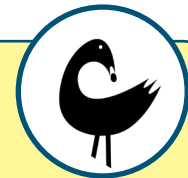


In groups of four to six people, discuss your responses to the following questions:

- What are the objectives of assessment in the NTS and NTECF?
- What is emphasised in assessment through the NTS and NTECF that are:
 - ♦ Similar to what is emphasised in the current DBE curriculum?
 - ♦ Different from what is emphasised in the current DBE curriculum?
- How would you support all trainees in becoming better teachers?

Put your responses on a flip chart and share with rest of the group.

REFLECTION (10 MINUTES)



The current DBE Curriculum prescribes two quizzes and two assignments across the course content for a three credit hour course. The scores from these are aggregated to constitute the internal assessment score of 40% out of 100%.

Reflective Question:

As a tutor, what changes will you make to your quizzes and assignments in line with the NTS and NTECF in the current DBE curriculum?

INTER-UNIT ACTIVITY

Before the next PD session, think about the following questions:

- How do the assessment strategies you use support all trainees in becoming better teachers?
- Are there other assessment strategies that you could use ?

Please ensure you have read Unit 2 Annexe 2 before the next session.

MATERIALS TO BRING TO THE NEXT PD SESSION:

Please ensure you bring along:

- The NTS Guidelines.
- Theme 6: National Teachers' Standards and Teacher Education Curriculum Framework for Ghana, Professional Development Guide for Tutors.
- Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme.

UNIT 1 - ANNEXE 1: NATIONAL TEACHERS' STANDARDS AND TEACHER EDUCATION CURRICULUM FRAMEWORK

THE ASSESSMENT OF TRAINEE TEACHERS

Introduction, defining the issue

Trainee teachers must be assessed in a manner that has the greatest positive impact on their progress towards being effective, engaging, and inspirational new teachers who: embrace equity and inclusivity; meet the Teachers' Standards, as appropriate to a trainee teacher prior to qualification; and can teach and assess the Basic School Curriculum. In keeping with this, assessment should: include the use of a range of appropriate measures; take place throughout the course, have clearly specified progression stages; and include formative and summative methods.

Expectations

The following provides a summary of the expectations regarding the assessment of trainee teachers from the Guidelines for the National Teachers' Standards. Universities and Colleges of Education must ensure that the design and content of their pre-service programmes and their delivery allow trainee teachers to be successfully assessed against the Standards by the end of their period of training. This will particularly be relevant for the school practicum components that must provide extended and guided periods of teaching in classrooms.

Trainee teachers must be realistically and fairly assessed against the Standards in accordance with what can be reasonably expected of teachers still learning to teach. Trainee teachers' creative and innovative skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach, for example, for very young children in pre-school, or for young people needing specialist knowledge at Senior Secondary School.

Those assessing trainee teachers must use the Standards as an exemplification of what a 'good teacher' looks like for Ghana, recognising the urgent need to improve the quality of the school experience and learning outcomes for all learners and to raise the status of teachers in their communities and country.

Those assessing trainees, college Principals, tutors, head teachers and mentors in schools, as well as trainee teachers and teachers themselves, must use the Standards as the key reference point in their assessment.

Additional expectations

The Pillars and Cross-Cutting Issues of Curriculum Framework are designed to enable student teachers to meet the Teachers' Standards, ensuring that they have the subject-specific and pedagogic and assessment skills to teach the age, ability, and aptitudes for the specialism they are training for. For example, for Literacy Studies: Ghanaian and English Languages, the trainee teachers must be assessed in terms of their ability to:

- Communicate using language that engages and enthuses the learner;
- Be fluent in Ghanaian language and English;
- Use the L1 to teach other subjects (as MoI) at the lower primary level (KG-P3) and L2 as language of instruction from P4-JHS 3;
- As appropriate, support transition from L1 as the language of instruction to L2;
- Identify children with literacy problems in both Ghanaian language and English and provide remediation;
- Use L1 as springboard for improving L2 learning;
- Have the competencies to teach children to acquire L1 and L2 oral, reading, and writing skills and also to help children develop the culture of reading for pleasure and for information;
- Use innovative approaches to develop and use appropriate literacy materials in the classroom;
- Integrate technology into language teaching;
- Use appropriate approaches to assess the literacy skills of learners (both L1 and L2);
- Conduct (classroom) research in both L1 & L2 teaching and learning.

This Pillar of the Framework provides the student teacher with opportunities to meet the following aspects of the Teachers' Standards, other aspects will also be covered, but specifically it will ensure each trainee:

- Has comprehensive knowledge of the official school curriculum including learning outcomes (in literacy studies, NTS 2.1.1);
- Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge (in literacy studies, NTS 2.1.2);
- At pre-primary and primary level, knows the curriculum for the years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading, and writing of at least one Ghanaian language for instruction. (NTS 2.2);
- Carries out small-scale action research (in literacy studies) to improve practice (NTS 3.2).

Assessment strategies

The approach to assessment requires evidence that a trainee teacher can meet all of the Standards in a form that contributes to their development as a teacher and reflects the strategies they will use when assessing pupils. Central to this is the production of a professional portfolio organised according to the three domains of the Teachers' Standards. Evidence from College-based learning will be in the form of assignments, examination results, and lecture notes.

Evidence from in-school learning will be from lesson plans, study notes, resources, assessment records, learner exercise books, photographs, lesson evaluations from tutors and mentors, testimonials, minutes of meetings, and any notes from CPD courses, evidence collected by the trainee teacher or teacher over time.

As a critically reflective practitioner, the professional portfolio provides the starting point for the continued development of the teacher in their Induction year and for subsequent years.

Further issues

College tutors and mentors in school will require CPD to support them in undertaking the assessment of trainees using the range of measures proposed in a way which is accurate and rigorous. Is there a need for a national assessment strategy to ensure consistency in assessing trainee teacher competence against the Teachers' Standards?

UNIT 2. ASSESSING TRAINEE TEACHERS AGAINST THE NATIONAL TEACHERS' STANDARDS AND THROUGH THE NATIONAL TEACHER EDUCATION CURRICULUM FRAMEWORK (PART 2)

Session Objectives

By the end of this Unit, you will have:

- Outlined four assessment strategies that support learning and fall under each of the following: Assessment for Learning (AFL), Assessment of Learning (AoL) and Assessment as Learning (AaL);
- Described how the assessment strategies you use currently can support teacher trainees' progress and learning;
- Identified how you could use the proposed changes to assessment to strengthen your current approaches to formative and continuous assessment;
- Identified the type of support you need to prepare you to assess trainee teachers against the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF).

Revision Activity (10 minutes)

1. How do the assessment strategies you use support all trainees in becoming better teachers?
2. Are there other assessment strategies that you could use?

INTRODUCTION

Assessing teacher trainees in Colleges of Education has over the years focused much on tests and formal examinations (summative assessment), which have not resulted in good teaching practices in Ghanaian basic education classrooms.

There is, therefore, the need for school placement teachers and tutors to understand how to assess teacher trainees using a range of appropriate measures throughout their course of study. The approach to assessment requires evidence that a trainee teacher can meet all of the standards in the form that contributes to their development as a teacher and reflects the strategies they will use when assessing pupils.

In Unit 1, you identified the differences between the assessment strategies that are used in line with the current Diploma in Basic Education (DBE) curriculum and those emphasised in the NTS and NTECF. This Unit provides you with the opportunity to examine the extent to which your current assessment practices, which are in line with the current DBE, can support teacher trainees' progress and learning, and explore ways in which you can use the strategies emphasised in the NTS and NTECF to support trainees to become better teachers.¹

¹ **TEACHING PRACTICE LINKAGE:** for further ideas on how you could do this during Teaching Practice, see Annexes 1-4 in the Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme

Activity 1: Identifying different purposes of assessment (30 minutes)

Instructions for tutors

In your groups, read Unit 2, Annexe 1 and identify four assessment strategies that fall under each of the following:

AfL, AaL and AoL.

AfL	AaL	AoL
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

1. What are the purposes of AfL, AaL and AoL?

- Which of the above purposes do you consider when assessing trainee teachers?
- What strategies do you use in assessing them?

2. Take any **one** of the assessment strategies under each strategy (AaL, AfL and AoL) and show how they can be used to support all trainee teachers in becoming better teachers.

Activity 2: Statements on Assessment Practices. (20 minutes)

Tick the appropriate option(s) for the following statements, giving reasons why you think the activities are related to assessment strategies identified in the NTS and the NTECF.

Statement	Assessment FOR Learning	Assessment AS Learning	Assessment OF Learning	Give reasons
Trainee teachers write exercise at the end of a lesson.				
Brainstorming among trainee teachers.				
Tutor asking questions during lesson delivery.				
A tutor observing a trainee teacher delivering a lesson.				

Statement	Assessment FOR Learning	Assessment AS Learning	Assessment OF Learning	Give reasons
Trainee teachers discussing assessment feedback from their tutor.				
Trainee teachers building their own portfolios.				
Trainee teachers writing their final examination.				
Trainee teacher using self-assessment skills.				
A teacher sharing information on his students' performance to parents.				
Tutor giving an assessment task to trainee teachers to improve their learning.				

Activity 3: Assessment strategies emphasised in the NTS and NTECF

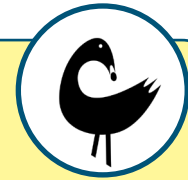
GROUP DISCUSSION (20 MINUTES)



In your groups discuss the following questions with reference to the NTS and NCTEF

1. How can you use the assessment strategies emphasised in the NTS and NTECF to support trainee teachers to become better teachers? (Be mindful of gender responsiveness and equity).
2. What type of support do you need to prepare you to assess trainee teachers against the NTS and NTECF?

REFLECTIVE ACTIVITY (10 MINUTES):



What have we learned? What difference will it make?

- Have we achieved the objectives for this session?
- What activities have we used to achieve these objectives?
- How do we ensure consistency in assessing teacher trainee competence against the teachers' standards?
- Implications for practice:
 - ◆ What might the impact of the changes to assessment be on trainee learning?
 - ◆ What can you do now to strengthen assessment of current trainees?

INTER-UNIT ACTIVITY



Read the guidelines to the National Teachers' Standards. What did it say about professional portfolios and what can go into them to support assessing trainee teachers?

MATERIALS TO BRING TO THE NEXT PD SESSION:



- The NTS Guidelines.
- Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme.

UNIT 2 - ANNEXE 1

Read the purposes of assessment in the table below and use it in performing activities 1 and 2 (10 minutes).

Initial assessment	Initial assessment is a crucial part of the learning journey. It provides the information needed to decide a learner's starting point. It is the benchmark from which a learner's progress and achievement can be measured. It gives the early warning signs that someone has poor basic skills. It helps tutors to position trainee teachers against appropriate standards so that suitable learning programme can be identified.
Diagnostic Assessment	It builds on an initial assessment to provide more in-depth information about an individual's strengths and weaknesses, enabling tutors to design a programme of work suitable to the needs of the individual trainee teacher. In other words, its purpose is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Establishing these permits the tutor to adjust the curriculum to meet each trainee teacher's unique needs.
Self-Assessment	Self-assessment is the process of looking at one self in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement. During self-assessment, you learn about your interests, personality, values and attitudes. It can provide the teacher with very practical and functional information about what students want from the course.
Peer Assessment	Involves students taking responsibility for assessing the work of their peers against set assessment criteria. They can therefore be engaged in providing feedback to their peers (sometimes referred to as peer review). It helps students build their understanding rather than just their knowledge of the facts.
Continuous Assessment	Mostly an assessment procedure which is done internally, learner-involved, likely to be formative, informal, and process-oriented. Continuous assessment is concerned with identifying, in a regular and organised manner, the overall gains that a trainee teacher has made with regard to knowledge, attitudes, and skills at the end of a learning experience. It takes place from the beginning of the instructional period towards the end of the instructional period. There are several types of continuous assessment including daily class work, course related projects and papers, and practical work.

Formative Assessment (Assessment FOR and AS Learning)	A range of formal and informal assessment procedures conducted by tutors during the learning process in order to modify teaching and learning activities to improve the trainee teacher's attainment. It typically involves qualitative feedback (rather than scores) for both trainee teacher and tutor that focus on the details of content and performance. The purpose of formative assess is to improve practice.
Summative Assessment (Assessment OF Learning)	The goal of summative assessment is to assess the trainee teacher's learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high-stakes, which means that they have a high point value. Examples of summative assessments include a mid-term examination, an end-of-year examination or a final project. Summative assessments are also used to make a final judgement about the teacher trainee's achievement on the DBE programme in order to certificate that achievement and award a qualification. They can also be used to make decisions about entry to other learning programmes and to provide information that will help others make selection decisions.

UNIT 2 - ANNEXE 2

Approaches to Teaching, Learning and Assessment of Trainee Teachers

Teaching learning and assessment strategies will be employed appropriate to the needs of the trainees and the subject or focus of the training.

They will provide the opportunity for all trainee teachers to fully meet the Teachers' Standards in the context of what could reasonably be expected of a trainee teacher at the end of training and demonstrate the professional values and attitudes expected throughout a teacher's career.

1. Approaches to Teaching and Learning

- Lectures
- Tutor-led seminar sessions
- Trainee-led seminar sessions and peer teaching
- Interactive and collaborative group work. For example, identifying, developing, presenting, and evaluating suitable resources
- Workshops, e.g. practical science investigations
- Development of a Professional Teaching Portfolio
- Presentations
- Project work – group and individual
- Tutorials
- Discussion through Virtual Learning Environments
- Directed and guided independent study
- Visits to schools and reflection on these
- Action planning, target setting, and profiling learning
- Research, action research and class room enquiry
- Video/observation of and analysis of high quality teaching
- Role-play

2. Assessing Trainee Teachers

Features of assessment to:

- Maximise opportunities for trainees to demonstrate their professional knowledge and skills, and will have a clear purpose;
- Enable trainees to demonstrate progress against the Teachers' Standards;
- Enable trainees to demonstrate they have achieved stated learning outcomes;
- Be appropriate to and derive from the learning outcomes identified for the course;
- Form part of the learning process;
- Be reliable and consistent, and have explicit criteria that are made clear to the trainees
- Enable timely, constructive, individual feedback to support learning;
- Be used for a variety of purposes, to:
- Diagnose need, potential and evaluate progress in order to ensure that any problems are addressed;
- Motivate trainees by requiring that they demonstrate the knowledge, understanding and skills that they have developed;
- Measure achievement at appropriate levels and will provide feedback to trainees with information on how they can improve;
- Support quality assurance by monitoring the extent to which trainees are achieving learning outcomes and progressing towards meeting the Teacher's Standards.

All assessments must be underpinned by an awareness of equity and inclusivity of opportunity, both in relation to trainees' own learning experience and to the experience of their learners.

2a. Approaches to Formative Assessment – assessment for and as learning

Formative and ongoing assessment can contribute to summative assessments.

Opportunities for Formative assessment of aspects of trainee's progress:

- Group working: can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues).
- Learning resources: can work within an appropriate ethos and can use, access, and develop a range of learning resources (TLM).
- Self evaluation, self assessment and reflection: can evaluate own strengths and weakness within criteria set by others and identified within their own learning journey.
- ICT: can use ICT in their teaching, learning, and research.
- Management of information: can manage information, collect, and analyse appropriate data from a range of sources and undertake simple research tasks with external guidance.
- Autonomy: can take responsibility for own learning with appropriate support.
- Communications: can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner.
- Problem solving: can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues in the discipline.
- Knowledge base: has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology.
- Ethical issues: can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values.
- Planning: can develop schemes of work and lesson plans appropriate to the learning needs of the children they teach.
- Assessment: can use assessment to promote learning and measure progress.
- Professional values and attitudes: demonstrate strong professional values and attitudes in their dealings with all people.
- Equity and inclusivity/transferable skills: the trainee's planning, teaching and dealings with others positively reflect these issues.

2b. Approaches to Summative Assessment – assessment of learning

These are tools that can be used by tutors for summative assessment of trainees:

- Assignments – individual or group
- Subject knowledge tests/audits (diagnostic)
- Posters
- Professional Portfolios
- Presentations
- Schemes of work
- Action research
- Child studies: following child or group of children to better understand learning and how to support learning
- Exams

2c. Approaches to Assessing Teaching in School Placements

This assessment will be against the Teacher's Standards and will be assessed through:

- Observation of the trainees' teaching over a period of time;
- Tutorial meetings with the trainee to discuss their teaching progress and areas for development;
- Assessment of Teaching Portfolios, which can include:
 - Personal philosophy of teaching;
 - Reflective journal on progress and areas for development as shown through the items of evidence (examples listed below);
 - Schemes of work;
 - Lesson plans;
 - Lesson evaluations;
 - Samples of pupils' work the trainee teacher had graded, showing their comments;
 - Assessment instruments created by the Trainee with marking schemes and explanation of how effective or ineffective they were;
 - Action research;
 - Child studies;
 - Directed work/task sheets set by mentors and undertaken by trainees;
 - Mentor's assessment comments;
 - University supervisor's/link tutor's assessment comments;
 - Minutes of meetings e.g. with mentor.



UNIT 3. DEVELOPING A PROFESSIONAL TEACHING PORTFOLIO

Session Objectives

By the end of the Unit you will have:

- Demonstrated understanding of what a professional teaching portfolio is;
- Described the contents of a professional teaching portfolio;
- Explained the characteristics of content and the rationale for items of content of a professional teaching portfolio.

Revision Activity (10 minutes)

Last week, you were asked to consider the key things the Teachers' Standards say about professional portfolios and what can go into them to support the assessment of trainee teachers. In your groups write your responses to that assignment on the post-it notes given and post them on the board. What are the key things the Teachers' Standards say about professional portfolios? What can go into them to support assessing trainee teachers?

One of expectations of the Curriculum framework is that trainee teachers are realistically and fairly assessed against the Standards in accordance with what can be reasonably expected of teachers still learning to teach. Central to this is the production of a professional portfolio organised according to the three domains of the Teachers' Standards. These domains assert that the assessment presented through a portfolio is a must.

INTRODUCTION (10 MINUTES)

"Trainee teachers' creative and innovative skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach, for example, for very young children in pre-school, or for young people needing specialist knowledge at Senior High School" (Teacher Education Curriculum Framework for Ghana). This expectation can be met through portfolio assessment. The assessment through portfolio is, therefore, a must.

Activity 1: What is a portfolio? What is a professional teaching portfolio? (25 minutes)

WHOLE CLASS ACTIVITY (BRAINSTORMING)

What is a portfolio? What are the types? What is the purpose of building a portfolio?



Activity 2: Developing a professional teaching portfolio Content/evidence (40 minutes)

GROUP ACTIVITY

In your groups, study the sample portfolio given (see Annexe 1B).

- a. List its contents (items). Compare your list with the Contents/Evidence table found in Annexe 1A. Note your comments.
- b. Study the characteristics and reflection of a professional teaching portfolio on the flip chart displayed.
- c. Does the sample portfolio reflect the characteristics? Outline your reasons.
- d. Do the artefacts fit into the view of teaching and learning (philosophy) of the owner of the sample portfolio? Give reasons.
- e. Do the artefacts demonstrate teaching competency? Give reasons.
- f. Note your comments on flipchart for presentation and discussion.



PERSONAL REFLECTION

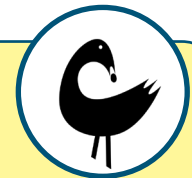
Looking back at the objectives of the session, would you say you have achieved the objectives?

If you have, what else would you like to know about portfolio development? If you have not, which aspect(s) of the session would you like to revisit?

What will you do differently as a result of this session?

What are the implications of this Unit for practice (How will trainee teachers benefit from this Unit)?

Study the sample portfolio (Annexe 1B) for ideas on how you can build your own portfolio.



INTER-UNIT ACTIVITY

In preparation for Unit 4 and the next PD Session, please consider:

- a. The benefits that can be derived from guiding teacher trainees to build a teaching portfolio.
- b. Challenges you envisage.

MATERIALS NEEDED FOR UNIT 4:

- Trainee teacher's questions and marking scheme, TP journal, and samples of pupils' work marked with comments.
- National Teachers' Standards (NTS) Guidelines.
- Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme.

UNIT 3 - ANNEXE 1A: DEVELOPING A PROFESSIONAL TEACHING PORTFOLIO

INTRODUCTION

Portfolio assessment has become an important component of teacher assessment in teacher education programmes.

The Ghana National Teachers' Standards requires that trainee teachers are assessed through professional portfolios. One of the expectations of the draft Curriculum Framework for assessing trainee teachers states that:

“Trainee teachers must be realistically and fairly assessed against the Standards in accordance with what can be reasonably expected of teachers still learning to teach. Trainee teachers' creative and innovative skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach, for example, for very young children in pre-school, or for young people needing specialist knowledge at Senior High School.” This expectation can be met through portfolio assessment.

What is a portfolio?

- Portfolios are an important part of the business world. In order to create an effective portfolio, it is necessary to keep track of current events in your life as well as past events as they relate to your overall abilities. Portfolios begin with a table of contents followed by information that supplies potential clients or employers with the information they need to make a solid decision concerning you.
- A portfolio is a compilation of materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences. It provides insight into your personality and work ethic.
- A portfolio is a meaningful and purposeful collection of work (artefacts) by an individual to reflect on his or her progress and accomplishments in life.

Types

There are different types of portfolios depending on the purpose. Examples are professional, teaching, course, and student learning portfolios.

Teaching portfolios are specific to and inclusive of teaching. The collection of artefacts by the teacher is designed to demonstrate their knowledge and skills in teaching over time. It is a professional tool that the teacher can use to reflect on their progress and professional growth.

A student portfolio is a compilation of academic work and other forms of educational evidence assembled for the purpose of (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met **learning standards** or other academic requirements for courses, grade-level promotion, and graduation; (3) helping students reflect on their academic goals and progress as learners; and (4) creating a lasting archive of academic work products, accomplishments, and other documentation. Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures — such as **standardized tests**, quizzes, or final exams — that only measure what students know at a specific point in time.

The student-teacher's teaching portfolio then is a collection of carefully selected work produced by the student to show his/her progress and accomplishment in learning to teach.

Purpose of building a portfolio

A portfolio assessment is often deemed an authentic form of assessment because it includes authentic samples of a student's work. Many advocates of the portfolio assessment argue that this makes it a superior assessment tool, because it demonstrates learning and growth over an extended period of time.

Content/evidence

#	Artefacts in Trainees' Professional Teaching Portfolio	
1	Personal philosophy of teaching	
2	TP/Reflective journal on progress and areas for development as shown through the items of evidence (examples listed below)	
3	Schemes of work	
4	Lesson plans	
5	Lesson evaluations	
6	Samples of pupils' work the student teacher has graded, showing their comments.	
7	Assessment instruments created by the student with marking schemes and explanation of how effective or ineffective they were.	
8	Action research	
9	Child studies	
10	Directed work/task sheets set by mentors and undertaken by trainees	
11	Mentor's assessment comments	
12	University supervisor's/link tutor's assessment comments	
13	Minutes of meetings e.g. with mentor	

Characteristics

A teaching portfolio should be:

- Structured: i.e. be organised, complete and creative in presentation.
- Representative: i.e. be comprehensive and represent the scope of one's work over time.
- Selective: only artefacts that demonstrate professional growth, strengths/accomplishments should be included. Quality is much more important than quantity.

Reflection on artefacts

Each item put in the portfolio should be accompanied by a brief written reflection indicating, for example:

- The date;
- What the artefact is;
- Rationale for its inclusion in the portfolio;
- How it fits into your view of teaching and learning;
- How each artefact demonstrates teaching competency.

What are some pros of using a portfolio assessment?

- A portfolio assessment demonstrates learning over the course of time rather than what a student knows on any particular day.
- A portfolio assessment provides an opportunity for a student to reflect on their learning, to self-assess, and to formulate a deeper understanding of the concepts they are learning beyond a simple surface explanation.
- A portfolio assessment requires a great level of individual interaction between the student and teacher, wherein they are always collaborating on the requirements and components going into the portfolio.
- Evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures — such as standardised tests, quizzes, or final exams — that only measure what students know at a specific point in time.

What are some cons of using a portfolio assessment?

- Developing and assessing a portfolio is time-consuming. It takes a lot of effort from both the teacher and the student, and is a demanding endeavour in which you can quickly fall behind.
- Portfolio assessments are very subjective in nature. Even if the teacher utilizes a rubric, the individualized nature of a portfolio makes it difficult to remain objective and stick to the rubric. Two students working on the same learning standard may have two totally different approaches, and thus learning may not be the same.

UNIT 3 - ANNEXE 1B

SAMPLE PORTFOLIO CONTENTS

1. Curriculum Vitae
2. Statement of teaching portfolio
3. Reflective Practice
4. Sample lesson notes
5. Sample TLM
6. Sample activities of trainee teacher with students/pupils
7. Sample reflective log

Other artefacts

Scheme of work

Students'/pupils' work

*Sample questions and marking scheme

*Sample TP journal

Note

*Not provided: please bring along

ABENA ABLA AMINA

Mobile +233 000 000 000/ +233 111 111 111

Email: abenaablaamina@mailmail.com

PROFILE

I am a result-oriented, self-motivated and well organized with good analytical skills and maturity in dealing with people. I value integrity, creativity and innovations.

CAREER OBJECTIVES

- To become a professional teacher to impact knowledge into students to bring change in their behaviour that will be of benefits to themselves and to society at large.
- To guide students to be well informed about course selections in relation to their abilities and interpret.
- To help shape the behaviour of students in order not to be considered as social misfits.
- To assist the people to be creative and innovative in their careers.

PERSONAL DATA

Date of Birth: 11th September 1989. Sex: Female Marital Status: Single. Country of Citizenship: Ghana. Religion: Christian

EDUCATIONAL QUALIFICATIONS

Sept. 2012 – June 2016: BSC (home economics education): University of Education, Winneba

Sept. 2006 – May 2010 SSE Cert.

Kwadaso Anglican Senior High Technical School

Sept. 2002 – April 2006

BECE Cert.

Atakrom R/A Junior Secondary School

PERSONALITY ATTRIBUTES

- Ability to put into practice principles and practice of teacher education.
- Good at home economics practices.
- Exhibits maturity in working with clients.
- Ability to put into practice code of ethics in home economics.

TECHNICAL COMPETENCIES

- Very good interpersonal and communication skills.
- Good at handling issues and solving problems.
- Well equipped with home economics skills and techniques.
- Working knowledge of MS Word and internet surfing.

WORK EXPERIENCE**September 2016 – December 2016 (Internship), Methodist J.H.S, Amakrom****Roles Performed**

- Teaching Basic Design and Technology.
- Assisting student's performance.
- Organizing students for function.

May 2015 – May 2016 (Supervisor), Holy Spirit Catholic Church, Amakrom**Roles Performed**

- Ensuring robes safety and cleanliness.
- Keeping records of supply and stock of robes.

May 2015 – May, 2016 (Department Coordinator), Catholic Church, Esikrom**Roles Performed**

- Receive and distribute information.
- Organize members for activities and programmes
- Representative of department of function.

May 2014 –May 2015, (General Administrator), Catholic Church, Esikrom**Roles Performed**

- Taking and reading minutes at meetings.
- Representative to President in submissions.
- Organizes plans for programmes and activities.

LANGUAGE

- English
- Ewe
- Twi

REFEREES

Mr. Kwaku Peters
University of Education, Winneba
P. O. Box 25, Winneba.
Tel: xxxx-xxx-xxx

Mrs. Akosua Orange
University of Education,
P. O. Box 25, Winneba
Tel: xxxx-xxx-xxx

Mrs. Ama Red
Headmistress
Methodist J.HS, Keta
P. O. Box 80
Tel: xxxx-xxx-xxx

PHILOSOPHY OF TEACHING STATEMENT

INTRODUCTION

Philosophy according to The Cambridge Advanced Learner's Dictionary (3rd ed) is the use of reasons in understanding such things as the nature of reality and existence, the use and limits of knowledge and the principles that govern and influence our judgments. In my view, philosophy simply means the value you place on something, why you hold it and how best to use those values to achieve your stated goals. Philosophy of teaching refers to the values you have towards classroom teachings, why you hold onto it and how best you can use those values to achieve your goals.

PHILOSOPHY OF TEACHING STATEMENT

I believe that, each and every child has imbedded potentials, capabilities and some amount of knowledge to do something. This potentials, capabilities and knowledge can only be increased if the individuals are exposed to diverse, effective, motivated, and appropriate environments. For this reason, my desire as an educator is to assist pupils to increase their potentials by involving them in different and diverse activities in my classroom.

VALIDITY OF PHILOSOPHY

I have used this philosophy in my teachings and have found that it really worked out for me. About 80% of the class pupils developed much interest in learning and were able to apply the knowledge in different subjects and life-related situations. This philosophy is related to Thorndike's Law of Effect, as well as the work of Ajit Singh Nagpal (2004).

APPLICATION OF TEACHING PHILOSOPHY

In order to increase the pupils' potentials, I served as a coach while they do most of the thinking and answering. This made my class purely a student-centered one. I engaged them in critical thinking by asking them lots of question, provided a classroom environment where pupils were encouraged to express their own ideas and participate in their educational experience. Although I stressed on responsibility for learning in the class, I also provided explanations and guidance regarding materials and subject matter, engaging them in practical work as well as group work so as to encourage group teaching among themselves. In creating enabling environments, I make pupils understand who they are, promote for all things and all people around them as well.

Pupils learnt concepts better by undergoing assisted practical activities. Therefore, I involved pupils in practical lessons to enable them to fully grasp the knowledge, manipulate skills into new supported my teachings with visual materials (thus some are in picture form and others are real), that enabled them to understand concepts quickly and better. In addition, I also gave homework after each lesson. I also included projects and activities which will always help the pupils practice more to develop more skills for the growth of the home and the country.

EFFECTIVENES OF TEACHING PHILOSOPHY

My philosophy has been proven in its effectiveness. My pupils' response in initial stage of application was poor but as time went on, they began to develop a greater interest in learning, manipulating skills into products, and contributing to class discussions adequately. All my learning objectives were very interactive because I respect all views from pupils and later redirect them appropriately.

CONCLUSION

In a nutshell, I believe that although each and every child has imbedded potentials, capabilities, and some amount of knowledge, their potentials can only be increased if the individual is exposed to diverse, effective, motivated, and appropriate environments. Hence the above strategies, put in place effectively, have produced the desired results. Learners need the opportunity to collaborate with each other and take responsibility for becoming life-long innovators.

REFLECTIVE PRACTICE

Introduction

The key element of becoming an effective teacher is to develop skills in reflective thinking. It is the means to professional development, which begins in our classrooms' CETDER (2015). Reflective practice is simply looking at things you have done in the classroom, why you did it, and if it really works for you. As a teacher, I reflect on my lessons during and after every delivery in order to identify my strengths and weaknesses and find appropriate solutions for them as early as possible. The following is a reflection on one of my lessons delivered in Methodist B/D J.H.S, Winneba on the topic 'nutrients' as an aspect of nutrition and health. The behavioural outcome expected from the pupils was to enable them to use the knowledge and skills acquired in this lesson to make a good choice of foods that will contribute to their good health.

Reflection on lesson

Lesson was delivered on Monday 26th September 2016 at 9:45am-10:45am. The lesson, which lasted for 60 minutes, was on the topic nutrition and health.

Sub-topics:

- Definition of the term 'nutrient'.
- Classifications of nutrients.
- Food sources of nutrients.
- Deficiency signs and symptoms of nutrients.

References for lesson

1. Owusu-Awuah et al. (2008). Basic Design and Technology for J.H.S. (bk.1) Kabkork pub. Ltd. Tema-Ghana
2. Anyankoha. E. and Eluwa, M. (2010). Home Management, Africana first publishers. Onitsha-Nigera.

TLMS: chat on deficiency signs/symptoms of nutrients, reliance on food samples and whiteboard illustrations.

Areas of improvement

Despite the strength of my lesson, it also has its weaknesses. At a certain point, my lesson became teacher-centered. Core points written on the board were inadequate because I spent more time explaining certain points than expected. My teaching learning materials were sensitive to the pupils' emissions as compared to their level of study for all the weakness, not all my objectives were fully achieved.

Innovative solutions

Fortunately, I happened to have evening class so I used that opportunity to continue from where we ended in the previous lesson. I took time to explain various points to them and encourage the timid ones by calling them to answer questions and engage them in practical lessons. I explained to them that they need not be afraid because all of them had had a balanced diet since childhood, meaning they should not suffer from any of those diseases. I continued to encourage them to practice balanced meal intakes, rather than relying on only one type of food every day.

Assessments and outcomes

In order to check pupils' progress, I made use of the three kinds of assessments: assessment of learning, as learning, and for learning. After each assessment, I realized that 80% of the entire class had average scores. Pupils who used to spend their money on junk foods have started buying and eating healthy food, which contain at least three sources of the five essential nutrients in it. Pupils' lifestyles began to change towards choice of food on campus, while others brought reports from home as to how lessons have impacted on family meals.

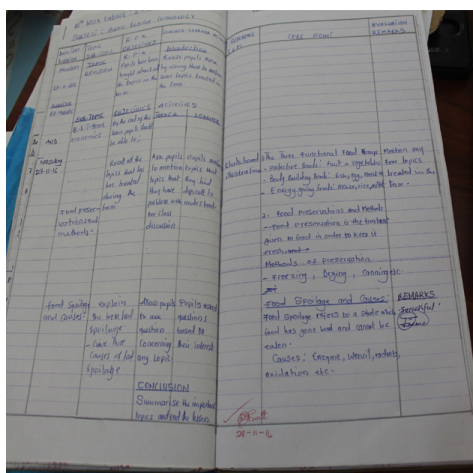
Insights gained from the lesson

After teaching this lesson, I got to learn that each and every pupil has some amount of knowledge and skills to offer: it is, therefore, up to the teacher to create an enabling environment, enhance teaching and learning skills, and build their confidence level, as well as have respect for each pupil view. Teaching and learning materials, in one way, can contribute to the success of a lesson, but can also have negative effects in the same lesson. As a teacher, it is very advisable to select teaching and learning materials with care, despite their relation to the topic of the day, so that they can effectively contribute to the success of the lesson and enhance pupils' level of understanding. Sensitive TLMs must be used sparingly otherwise may end up killing the pupils' interest, thereby ruining the lesson.

Conclusion

In conclusion, this lesson was one of lessons I delivered during my period of internship at the Methodist B/D Junior High School, Winneba. Upon reflecting on them, I made out most of my challenges, solutions, and achievements, as well as experience gained in the teaching classroom. I believe that, from my experience gained, if I had the opportunity to teach again, there would be much improvement and better outcomes.

SAMPLE LESSON NOTES



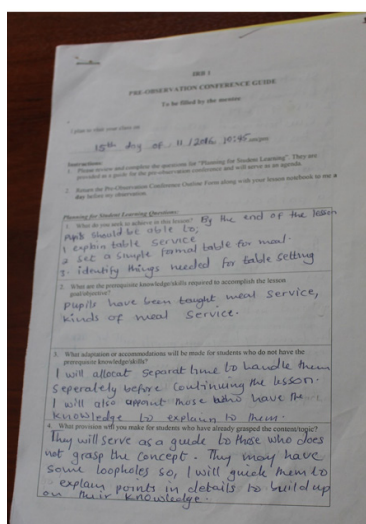
SAMPLE TLMs



SAMPLE PICTURES OF TRAINEE TEACHER'S WORK WITH STUDENTS



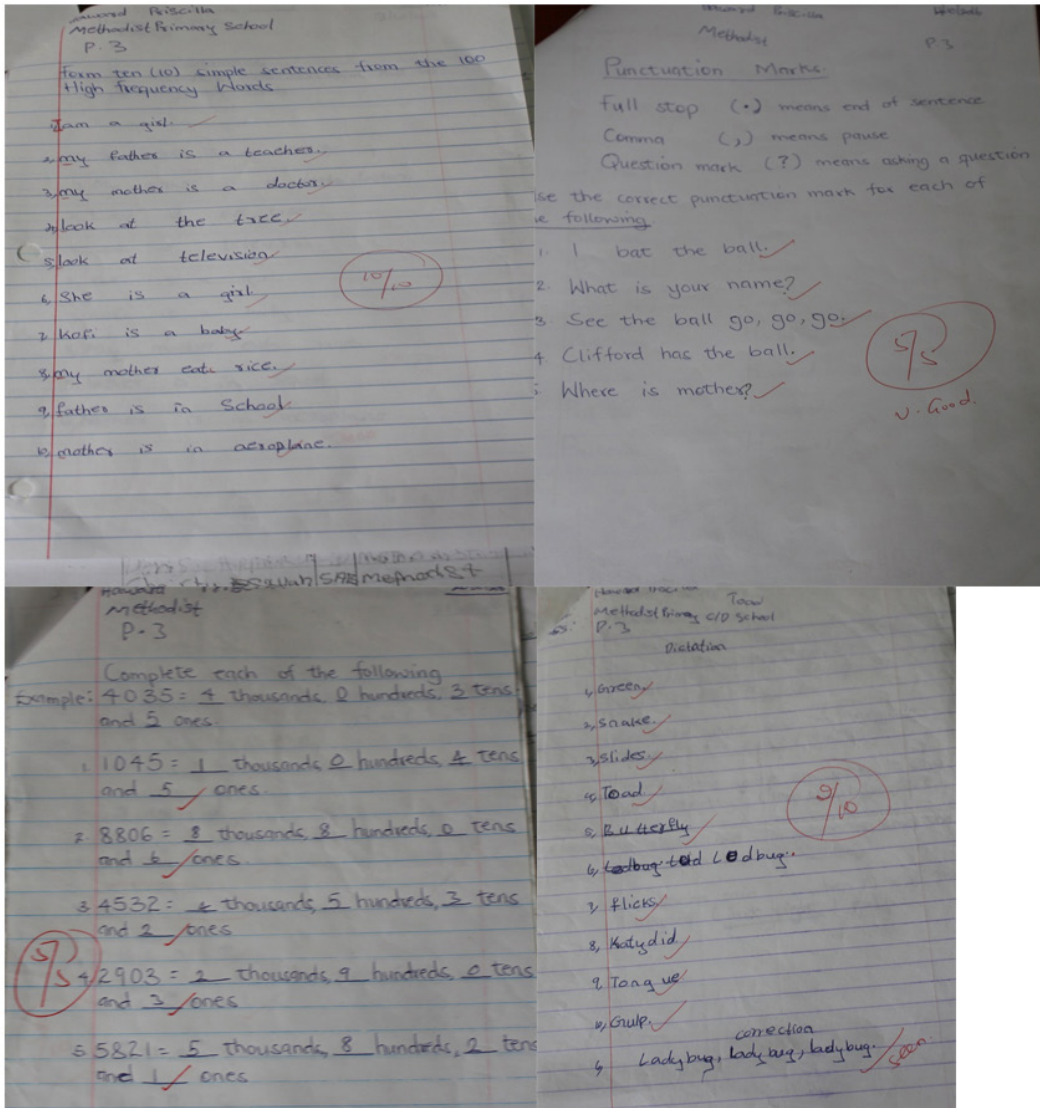
SAMPLE REFLECTIVE LOG FOR PRE and POST Observation



SCHEME OF WORK

WEEK	WEEK ENDING	ACTIVITY	INTERVENTION	REFERENCE	REMARKS
1	09-09-16	Orienta- tion			Successfully organized.
2	16-09-16	Stock Tak- ing		Record Keeping Book	1,490 books recorded.
3	23-09-16	Receiving Users	Assisting them to read	Attendance Book	47 users.
4	30-09-16	"	"	"	62 users.
5	07-10-16	Identifica- tion of Client		"	Omission in writing name.
6	14-10-16	Assess- ment	Test Barriers	"	Name correctly written.
7	21-10-16	Reading		Sahn, N. et al (2012), Simplified English Pu- pils' Book 3. Pg.39-40	Unable to pronounce cer- tain sight and multisyllabic words.
8	28-10-16	Teach- ing Sight Words	Drill using flash cards contain- ing the sight words	"	Successfully taught as my client was able to identify and pronounce the words.
9	04-11-16	Teach- ing Multi Syllabic Words	Flash cards containing the multisyllabic words	"	Successfully treated as my client was able to identify and pronounce words.
10	11-11-16	Forming Sentences	Using the word recognition game	"	My client was able to form ten different sentences at the end of the period.
11	18-11-16	Reading		"	My client read was able to the passage with minimal support.
12	25-11-16	Assess- ment		"	My client answered ques- tions asked in the passage correctly.

SAMPLE PUPIL'S WORK





UNIT 4. ASSESSING PROFESSIONAL TEACHING PORTFOLIOS

Session Objectives

By end of this unit, you will have:

- Assessed the contents of a professional teaching portfolio using rubrics;
- Discussed the benefits and challenges of portfolio assessment in the training of trainee teachers.

Revision Activity: Reflections from Unit 3 – Using brainstorming (10 minutes)

1. What are the benefits of a portfolio to record and evidence learning?
2. From Unit 3 you were encouraged to pick ideas from the sample portfolio to start building your own portfolio. How has progress been so far? Could you share your experience with your colleague tutors?

INTRODUCTION (5 MINUTES)

Modern assessment practices that support the assessment of practical skills, such as portfolio assessment and the use of multimedia for assessing trainees' development of skills and competencies and their impact on pupils' learning and progress, should be adopted in trainee teachers' professional training. This should include the assessment of the quality of trainees' teaching and assessment practices to ensure that trainees have acquired the knowledge and skills required by the National Teachers' Standards.

Evidence of standards accomplishment shall come from in-school learning. This evidence will be from lesson plans, study notes, resources, assessment records, learner exercise books, photographs, lesson evaluations from tutors and mentors, testimonials etc. The professional portfolio provides the starting point for the continued development of the teacher, as a critically reflective practitioner, in their induction year and subsequent years of teaching.

Rubrics for Assessing Professional Teaching Portfolio.

Assessing professional teaching portfolios could be for many purposes, including (but not limited to):

- Documentation of achievement for grading;
- Documentation of progress towards the achievement of standards.

In this activity, the purpose of assessing portfolio is to document progress towards standards achievement in teaching. In view of this, rubrics will be used to evaluate the contents of the trainees' teaching portfolios.

Preparing tutors to use rubrics to assess teaching portfolios.

Activity 1: Demonstrating the use of rubrics for teaching portfolio assessment (10 minutes)

You are to study the rubrics in Unit 4 Annexe 1 for activity 2. Your PDC will explain the various components and levels of performance. The PDC will show you how to match the various components of each artefact against the levels of performance.



Activity 2: Using Rubrics to assess professional Teaching Portfolio (40 minutes)

GROUP DISCUSSION (40 MINUTES)

You have been provided with the components of various artefacts of a portfolio in the table in Unit 4 Annexe 1. For each artefact, assess the level of performance and put a tick in the selected cell in the table. Complete your assessment with comments in the space provided in the table in Unit 4 Annexe.

Discuss the questions below:

- What are some of the characteristics of an effective portfolio?
- What are the advantages of using rubrics as a method of assessing portfolios?



Knowledge of Portfolio Assessment

Activity 3: Statements on Portfolio Assessment (20 minutes)

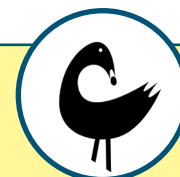
Paired Work

You have been provided with a number of statements of portfolio assessment in the table below. Tick your preference in the boxes provided for each statement. Compare your responses with another person giving reasons.

#	Statements on Portfolio Assessment (PA)	Benefit	Challenge
1	PA provides opportunities for trainees and tutors to discuss trainees' learning goals and the progress toward those goals.		
2	PA demands extra time to plan an assessment system and conduct the assessment.		
3	PA measures performance based on genuine samples of trainees' own work.		
4	Using PA provides trainees the opportunity to accomplish their learning goals through a flexible process of evaluation.		

#	Statements on Portfolio Assessment (PA)	Benefit	Challenge
5	Scheduling individual portfolio meetings could be difficult as the length of each meeting may obstruct other equally important instructional activities.		
6	PA encourages trainees to do self-evaluation, reflection, and critical thinking.		
7	Teaching Practice journal is an important artefact which gives evidence of trainee's own account on learning.		
8	PA supports a process for structuring learning in stages		
9	PA facilitates cooperative learning activities such as peer evaluation, tutoring, and peer conferencing.		
10	PA provides trainees the opportunity to have extensive input into their learning process.		

REFLECTING TOGETHER (5 MINUTES)



- Did you achieve the objectives of this Unit?
- What might the impact of the changes be on trainees' learning by using professional portfolio assessment?
- How can you strengthen current trainees' assessment using professional portfolios?

Preparation for Unit 5 (Inter-Unit activity)

INTER-UNIT ACTIVITY (ACTIVITY 5)



Read the chapter on Transferable skills in Unit 4 Annexe 2 and answer the question below in preparation for the next PD Session.

- Which transferable skills do you assess currently on trainees' learning and how?

MATERIALS TO BRING TO THE NEXT PD SESSION:



- The NTS Guidelines
- Theme 6: National Teachers' Standards and Teacher Education Curriculum Framework for Ghana, Professional Development Guide for Tutors
- Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme

UNIT 4 - ANNEXE 1: RUBRICS FOR ASSESSING PROFESSIONAL TEACHING PORTFOLIOS

TRAINEE TEACHERS' PORTFOLIO RUBRICS

Components of Artefacts	LEVELS OF EXPECTATIONS		
	Exceeds Expectation	Meets Expectation	Below Expectation
PERSONAL TEACHING PHILOSOPHY			
Statement of philosophy			
Theory supporting philosophy (validation)			
Application (how philosophy is applied in teaching)			
Effectiveness			
LESSON PLAN			
Consistency			
Comprehensiveness			
Quality of remarks			
Systematic presentation			
SCHEME OF WORK			
Consistency			
Comprehensiveness			
Systematic presentation			
SAMPLE OF PUPILS/STUDENTS' WORK			
Graded work only			
Graded work with comments			
Variety of works from different subject areas			
Appropriateness of work for level			
Clarity of feedback on work			
TEACHING PRACTICE JOURNAL			
Record of school profile (brief history, enrolment etc.)			
Date of lesson			
Teaching practice period			
Topic of lesson			
Task (Activity performed) in lesson			
Records of reflections on lesson			

COMMENTS:

Overall Rating: Exceeds Expectation Meets Expectation Below Expectation
(Tick as appropriate)

Key to Rubrics

Below expectation: Evidence presented indicates a low acceptable level of competence. Demonstrates some strength, but reveals inconsistent quality and/or clear weaknesses in the candidate's understandings, experiences, and/or abilities as a teacher. Demonstrates that the candidate has the potential to become a satisfactory teacher, yet needs to work harder.

Meets expectation: Evidence provided indicates that the trainee's competence clearly exceeds minimum expectations for professional practice. Artefacts are consistently of good quality. Artefacts show some experience with, and a good understanding of, issues and practices in teaching and learning. The portfolio demonstrates that this candidate has the potential to become a good teacher.

Exceeds expectation: Evidence provided indicates that the trainee has the potential to be an exceptionally well qualified teacher. The artefacts are neat, accurate, complete, and professionally presented. The portfolio indicates substantial experience with, and excellent understanding of, issues in teaching and learning. Candidate has a desire and ability to blend theory and practice in teaching. Candidate promises to be a high-quality teacher.

UNIT 4 - ANNEXE 2: CORE/TRANSFERABLE SKILLS

1.1 Core or Transferable Skills

Core or transferable skills are a set of skills that are considered most fundamental and valuable that all students need to develop for success in their education, career and life. Core and transferrable skills cut across disciplines as well as pedagogies. The skills are also known in different contexts as: cross-curricular skills, soft skills, twenty-first century skills, transactional skills, and employable skills.

1.1.1 Rationale

The rationale for core or transferrable skills in the teacher education curriculum addresses trainees' cognitive capabilities and competencies to improve their levels of reasoning and coping strategies for higher educational and career achievement. The other goals of embedding core skills in the Teacher education curriculum framework are to:

1. Give emphasis to a teaching profession that requires teachers to be life-long learners who engage in ongoing professional learning during the course of their careers;
2. Provide trainee teachers, college tutors, teacher unions, the NTC, with a profile of agreed skill dimensions for professional training, decisions and accountability;
3. Prioritise knowledge, skills and behaviours needed to assist young and prospective teachers to perform well in their chosen careers now and in the future;
4. Provide generic and cross cutting content/professional attributes that are essential for trainees to exhibit/apply to specific theoretical and practical teaching and learning.

1.1.2 Expectations

The essential skills trainee teachers are expected to know, understand and be able to do by the end of their training to be effective teachers include the following:

- i. Critical thinking and problem-solving skills;
- ii. Creative and innovative skills;
- iii. Lifelong Learning/ personal life skills;
- iv. Collaborative /social skills;
- v. Communication skills;
- vi. Literacy and numeracy skills;
- vii. Digital literacy /information, communication & technology (ICT) skills; and
- viii. Civic literacy.

1.1.3 Curriculum Provision

Theory/practical aspects: teacher education institutions are expected to weave core skills into their curriculum, instruction, assessment, and practicum so that the students will engage in deeper thinking and learning. Trainee teachers will have to develop general teaching and assessment strategies that help to integrate core skills and the four-knowledge mix: pedagogic knowledge, literacy studies, subject and curriculum knowledge, and supported practicum experience. These include:

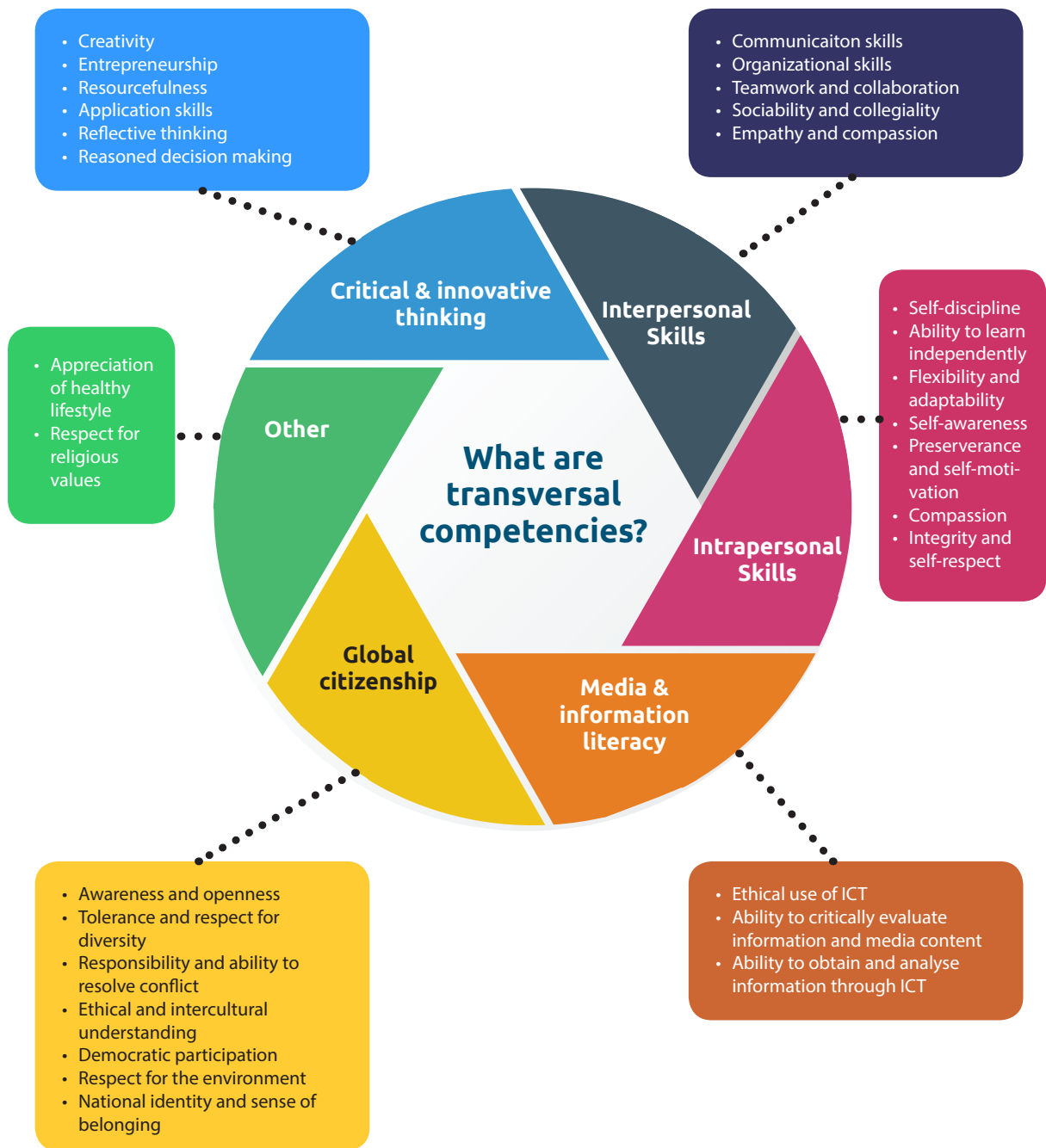
- Integrating knowledge and core skills to enable trainee teachers to develop both simultaneously;
- Trainee teachers need to adopt learner-centred interactive pedagogy to make core skills essential part of lesson planning;
- Additionally, trainees need to be supported to develop effective classroom practice that focuses on highly effective techniques and teaching approaches;
- More specifically, trainee teachers need to develop the following essential teaching and assessment strategies:
 - Collaborative learning and assessment strategies;
 - Project-based approach to teaching and learning and assessment;
 - Lesson planning templates to incorporate core skills;
 - Assessment of core skills through the use of custom-designed assessment tools, observation schedules, case studies and portfolios;
 - Experiential pedagogy; and
 - Lead student models.
- Links
 - As a cross-cutting discipline, core skills and values are linked to all the pillars of the Curriculum Framework, especially values and attitudes.
 - Subject and curricular knowledge, literacy studies, pedagogy, standards, language and literacy study, student practice, early childhood education, education studies, curriculum studies and the school curriculum etc.
 - Links to all the Teachers' Standards.

What are Transversal Competencies?

Refer to Table or diagram below:

#	Transversal Skills	Detailed Components
1	Interpersonal skills	Communication skills
		Organisational skills
		Teamwork and collaboration
		Sociability and collegiality
		Empathy and compassion
2	Intrapersonal skills	Self-discipline
		Ability to learn independently
		Flexibility and adaptability
		Self-awareness
		Perseverance and self-motivation
		Compassion
		Integrity and self-respect

#	Transversal Skills	Detailed Components
3	Media and Information Literacy	Use of ICT Ability to critically evaluate information and media content Ability to obtain and analyse information through ICT
4	Global citizenship	National Identity and sense of belonging Respect for the environment Democratic participation Ethical and inter cultural understanding Responsibility and ability to resolve conflict Tolerance and respect for diversity Awareness and openness
5	Others	Appreciation of healthy style Respect for religious values





UNIT 5. UNDERSTANDING ASSESSMENT OF TRANSFERABLE SKILLS

Session objectives

By the end of this Unit you will have:

- Identified transferable skills teacher trainees should possess;
- Discussed the relevance of transferable skills in teacher preparation;
- Examined the type of evidence that can be recorded in portfolios to reflect transferable skills;
- Explored ways of assessing transferable skills in a portfolio.

Revision Activity: (10 minutes)

- Which transferable skills do you assess currently on trainees learning and how?

INTRODUCTION

'Transferable skills' represent a multifunctional package of know-how, application strategies, and attitudes that all individuals need for personal fulfilment and development, inclusion, and employment. These are expected to be developed by the end of initial teacher education and training, and should act as a foundation for further learning as part of lifelong learning. Further, as the name implies, they are skills that can be transferred and applied in all areas and subjects. They include communication skills, numeracy and literacy competences, basic competences in science and technology, digital competence, social and civic competence, initiative taking, problem solving, entrepreneurship, and cultural awareness.

The National Teacher Education Curriculum Framework (NTECF) highlights the importance of transferable skills. The NTECF describes these skills as "the competencies and attributes which are key to being an effective teacher". The document provides some examples, including "critical thinking, problem solving skills, creative thinking, innovation and entrepreneurial skills, communication skills, information and communications technology, social skills and commitment to lifelong learning."

Activity 1: Recognising transferable skills in trainee teacher portfolios (15 minutes)

GROUP DISCUSSION (15 MINUTES)

- Study the chart on transferable skills carefully (see Annexe 2, Unit 4).
- Identify any transferable skills in the portfolio in Unit 3, Annexe 1B using the chart as a guide.
- Determine the transferable skills you think are missing from the portfolio.
- Make notes of your discussion for a plenary discussion.



Activity 2: Identifying transferable skills that support teaching (30 minutes)

GROUP DISCUSSION (30 MINUTES)

- Study the chart on transferable skills once more and note the various types outlined in Unit 3 Annexe 1A.
- Working in groups of four to six, identify any artefact from the list in (Unit 3 Annexe 1A, Content/evidence) in which you will find transferable skill(s) in the chart (Unit 4 Annexe 2).
- Select any four artefacts and give an example of how each of them can show the teacher trainee's transferable skill(s).
- Put your findings on flip chart paper and post it on the wall for others to go around and read and make notes for plenary discussion.



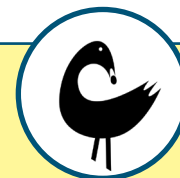
Activity 3: Assessment of transferable skills (30 minutes)

GROUP DISCUSSION (20 MINUTES)

- Working in groups of four to six, match the following assessment method(s) with transferable skills in the table below giving reason(s) for your choice of method(s):
 - Questionnaire;
 - Role-playing exercise;
 - Self-assessment;
 - Peer assessment;
 - Skills-based interview;
 - Focus group interview.
- Put your findings on flip chart paper and present to the whole group for discussion.



	Transferable skill	Assessment method(s)	Reason(s)
1	Intrapersonal skills (e.g. self-respect)		
2	Interpersonal skills (e.g. collaboration)		
3	Personal attitude		
4	Professional attitude		
5	Personal beliefs		
6	Professional beliefs		
7	Critical thinking		
8	Ethical use of ICT		
9	Reasoning		
10	Problem solving		

REFLECTING (5 MINUTES)

- What challenges are associated with assessing transferable skills?
- How can these challenges be addressed?
- What can you do now to strengthen assessment of current trainees' knowledge and understanding of transferable skills?

INTER-UNIT ACTIVITY

Before the next PD session, please read the section on equity and inclusivity in the NTECF (Theme 6, Professional Development Guide for Tutors: pages 46-47), and consider the following:

- What questions does this raise about your current approach to ensuring training is inclusive of all trainee teachers regarding their needs?
- What are the key issues related to equity and inclusivity that you have experienced in your work?
- Your answers to these questions will be discussed at the next PD session.

MATERIALS TO BRING TO THE NEXT PD SESSION:

- The NTS Guidelines
- Theme 6: National Teachers' Standards and Teacher Education Curriculum Framework for Ghana, Professional Development Guide for Tutors
- Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme



UNIT 6. INTRODUCTION TO SUPPORTING TRAINEE TEACHERS WITH DIVERSE NEEDS AND ABILITIES, INCLUSIVITY AND EQUITY IN TRAINING NEW TEACHERS

Session Objectives

By the end of the session, you will have:

- Discussed what equity and inclusivity mean in the learning and assessment of trainee teachers.
- Discussed the need to plan and deliver your lessons taking into consideration your trainee teachers' diversity (and so equity and inclusivity).
- Examined some key strategies for addressing specific learning needs of your trainee teachers.
- Discussed the need for the use of differentiated assessment strategies.
- Examined the importance of referral of trainee teachers with special needs to appropriate specialists/experts.

INTRODUCTION (5 MINUTES)

Revision Activity on Unit 5

Respond to the following questions on Equity and Inclusivity in the NTECF (whole group activity):

1. What questions does the content of this material raise about your current approach to ensuring training is inclusive of all trainee teachers regarding their needs?
2. What are the key issues related to equity and inclusivity that you have experienced in your work?

Key issues to be discussed in this session

In Unit 6 of Theme 6, we discussed at length issues on assessment of trainee teachers and Equity and Inclusivity. In this Unit we will discuss the role Diversity, Equity and Inclusivity play in the tutors' assessment of their trainee teachers, the trainee teachers' individual learning styles and learning plans, differentiated assessment strategies used by tutors, and the need to refer trainee teachers identified with special needs to the appropriate specialists/experts².

Reviewing Equity and Inclusivity:

Remind yourself of the content on Equity and Inclusivity, which is point 10 in the Annexe of Theme 6 (pages 46-47 of the Tutors' Guide).

² **TEACHING PRACTICE LINKAGE:** for further ideas on how you could do this during Teaching Practice, see the Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme. For example: Annexe 5 on Gender Responsive Competencies for Mentors.

Activity 1: Our practical experiences in dealing with equity and inclusivity issues in our work as tutors (25 minutes)

GROUP DISCUSSION (25 MINUTES)

You are to discuss the following issues in your departmental groups:

- Do you consider issues of equity and inclusivity in your assessment of trainee teachers?
- How do you apply equity and inclusivity in your assessment of trainee teachers?
- List some of the important artefacts trainee teachers need to put in their portfolios to demonstrate their skills in dealing with equity and diversity.
- Share your experiences with the larger group.



Activity 2: Key strategies for addressing specific learning needs of trainee teachers (45 minutes)

In your groups, respond to the following:

1. Write down some learning needs of your trainee teachers.
2. Suggest strategies you will use in addressing these learning needs.
3. Identify some key gender issues you will consider when assessing your trainee teachers.
4. Which National Teachers' Standards/National Teacher Education Curriculum Framework issues do your strategies seek to draw your trainee teachers' attention to?
5. When do we refer our trainee teachers with special needs to appropriate specialists/experts?
6. What is the importance of referring your trainee teachers with special needs to appropriate specialists/experts?
 - Take your points to your group and share them in a discussion with other members.
 - Group members bring their final work together on a flip chart.
 - This is presented to the larger group.



REFLECTING (5 MINUTES)

Reflect on the key issues in the Unit by using the following questions:

- Have you achieved the objectives for Unit 6?
- How do you know?
- What can you do now to strengthen assessment of your current trainee teachers to secure greater equity and inclusivity?
- What do you think are the implications for practice of this session?



INTER-UNIT ACTIVITY

Tutors are expected to do the following activity in preparation for the session on Unit 7:

- Read on strategies used in assessing trainee teachers' practical skills in their portfolios.

MATERIALS TO BRING TO THE NEXT PD SESSION:

- Theme 6: National Teachers' Standards and Teacher Education Curriculum Framework for Ghana, Professional Development Guide for Tutors
- Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme



UNIT 7. ASSESSING PRACTICAL SKILLS USING PORTFOLIOS

Session Objectives

By the end of this unit you will have:

- Acquired the assessment strategies underpinned by the NTS and NTECF that can strengthen your ability to assess trainee's practical skills.
- Identified practical skills that can be assessed directly and or indirectly.
- Developed rubrics for assessing practical skills.
- Explored ways of addressing challenges of assessing practical skills

Revision activity (10 minutes)

In pairs share your notes on strategies for assessing practical skills in trainee teachers' portfolios

INTRODUCTION

Teachers are supposed to use a variety of assessment procedures to assess their learners. This section looks at assessing trainee teachers' practical skills in their portfolios. Practical skills may be assessed directly or indirectly. Direct assessment of practical skills involves observing the activity being assessed and 'scoring' and/or making judgement on the performance. Indirect assessment of practical skills involves assessing practical activities through analysing work samples³ that have gone into the creation of the activity.

Activity 1: Assessment of practical skills (15 minutes)

GROUP DISCUSSION (15 MINUTES)

What are practical skills? (Brainstorm)

In your groups discuss:

- How you assess your trainee teachers' practical skills currently.
- How you will assess your trainee teachers' practical skill based on the NTS and NTECF.



Activity 2: Assessing trainee teachers' practical skills directly and indirectly

GROUP WORK (25 MINUTES)

- In your groups, select a practical lesson in your subject area.
- Identify the practical skills used in the lesson.
- Identify appropriate techniques to assess the skills identified. (Those with 1 will discuss direct assessment and those with 2 will discuss indirect assessment).
- Put your reports on a flip chart.
- Go around to read what others have noted.



³ **TEACHING PRACTICE LINKAGE:** an example of this during Teaching Practice can be found in the Record Keeping section in Annexe 2, pages 122-123 in the Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme

Activity 3: Identifying practical skills that can be assessed directly and/or indirectly

GROUP DISCUSSION AND DIRECTED READING (20 MINUTES)



- Tick your preference for each statement in the table below.
- After completion, compare your responses with another person's.
- Where your colleague's response is different from yours, justify your choice.
- Report any 'unresolved' differences to the whole group for further discussion.

Table: Statements on Assessment of Practical Skills

Statement	Agree	Disagree
Booting a computer can only be assessed directly or indirectly.		
Push pass in a game of hockey can only be assessed directly.		
Language skills can be assessed indirectly but not directly.		
Mathematical problem-solving skills can neither be measured directly nor indirectly.		
Practical skills acquired in a Religious and Moral Education course can be assessed directly or indirectly.		
Formulating feed meals is a skill that can only be assessed directly		
Teaching practicum can only be assessed directly.		
Rubbing or frottage printing can only be assessed directly.		
Lesson planning in integrated science can be assessed directly or indirectly.		
Practical skills cannot only be assessed through portfolio assessment.		
Study skill can be assessed through portfolio assessment.		
Manipulative skills cannot be assessed through portfolio assessment.		

Activity 4: Developing rubrics for assessing practical skills (15 minutes)

Example: Rubrics for assessing practical skills in science

Instruction: Tick where applicable.

Subject/science activity	LEVELS OF EXPECTATIONS			
	Exceeded expectation	Expectation fully met	Expectation partially met	Expectation not met
Manipulative skills				
Writing skills				
Observation skills				
Reading skills				
Recording skills				

Key to rubrics:

- **Exceeded expectation** – Understands the problem, plan a solution and get the correct answer.
- **Expectation fully met** – Understands the problem, plans a solution but not able to get the correct answer.
- **Expectation partially met** – Understands the problem, not able to plan a solution and not able to get a correct answer.
- **Expectation not met** – Does not understand the problem, not able to plan a solution and not able to get a correct answer.

GROUP WORK

Above is an example of a rubric for assessing practical skills. In your groups:

- Produce a rubric for assessing practical skills in a portfolio.
- Identify the challenges associated with the development of rubrics for assessing practical skills in a portfolio.



REFLECTING (5 MINUTES)

1. What can you do now to strengthen direct and indirect assessment of current trainees based on ideas from the NTECF?
2. How are trainee teachers going to benefit from this unit?

**INTER-UNIT ACTIVITY**

- What strategies do you currently use to assess trainee teachers' practicum, teaching in schools? Make notes in your journal.

**MATERIALS TO BRING TO THE NEXT PD SESSION:**

- The NTS Guidelines
- Theme 6: National Teachers' Standards and Teacher Education Curriculum Framework for Ghana, Professional Development Guide for Tutors
- Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme



UNIT 8. ASSESSING IN-SCHOOL/ON-CAMPUS TEACHING AND LEARNING

Session Objectives

By the end of the unit, you will have:

- Discussed ways in which trainee teachers are currently assessed during in-school (off-campus) teaching practice.
- Explored ways of improving upon the quality of assessing trainee teachers during in-school teaching as suggested in the NTS and the National Teacher Education Curriculum Framework.
- Discussed the quality of trainee teachers' teaching and assessment practices as required by the NTS.

Revision Activity: Brainstorming at the whole class level (10 minutes)

What strategies do you currently use to assess trainee teachers teaching in schools?

INTRODUCTION

Unit 8 examines the assessment of trainee teachers during in-school and on-campus teaching practice. The current DBE Curriculum provides three levels of teaching practice for student teachers as follows:

- i. School Observation (Level 100)
- ii. On-Campus Teaching Practice (Level 200)
- iii. In-school Teaching Practice (Level 300)

In the NCTEF however, assessment is characterised by the following:

- i. Beginning teaching – year one
- ii. Developing teaching – year two
- iii. Extending (consolidating /establishing) teaching – year three

Teaching practice or supported placements in schools affords trainee teachers the opportunity to learn from their peers, mentors and lead mentors to prepare, plan, and teach in the classroom. In the activities below, tutors will examine the role and effectiveness of the assessment of trainee teachers with a view to offering suggestions that will lead to compliance with the requirements of the NTS.

Activity 1: How assessment of student teachers is currently done during in-school and on-campus teaching practice (20 minutes)

Question	Find someone who....	Name
1	Can mention one way in which student teachers are assessed during in-campus and out-campus teaching	
2	Can mention one tool used in conducting assessment of student teachers during lesson observation/teaching practice	
3	Can describe how to use any tool to assess trainee teachers on teaching practice or doing lesson observation	
4	Can mention one challenge associated with conducting assessment of teaching practice	
5	Can mention the various actors involved in assessing student teachers during in-school and out-campus teaching practice	
6	Can describe the role of two actors involved in assessing student teachers during teaching practice	
7	Can describe how student assessment helps in learning by both tutors and students	
8	Can mention one challenge associated with current ways of assessing student teachers	
9	Can give a suggestion for improving upon the quality of assessing student teachers during teaching practice	
10	Can mention any aspect of the student teachers' practice worth assessing that is currently not being considered	

Activity 2: Evidence for assessing trainee teachers (20 minutes)



GROUP WORK

In your groups

1. In assessing a trainee teacher's practice in-school, what evidence will you be looking for?
2. Does the current assessment cover all aspects of the trainee teacher's teaching that should be assessed? What more could be assessed?
3. Suggest ways in which trainee teachers' assessment during teaching practice can be improved.

Activity 3: Improving trainee teacher assessment using the NTS and the National Teacher Education Curriculum Framework as guide (20 minutes)

In your groups identify and discuss indicators for assessing trainee teachers from the NTS.

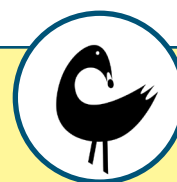
- Groups 1 & 4: Professional Values and Attitudes⁴
- Groups 3 & 5: Professional Knowledge⁴
- Groups 2 & 6: Professional Practice⁵

Activity 4 (15 minutes)



GROUP DISCUSSION (15 MINUTES)

1. What are the similarities between what currently exists and the assessment requirements of the student teacher as indicated in the NTS guidelines?
2. What expectations need to be met in order for the trainee to demonstrate they have met the National Teachers' Standards?



REFLECTING (5 MINUTES)

- i. What might the impact of the changes to assessment during in-school practice be on trainee learning?
- ii. What can you do now to strengthen the assessment of current trainees on practicum?

⁴ **TEACHING PRACTICE LINKAGE:** you can find some examples of this for Teaching Practice in Annexe 4, items 5,15 and 20 in the Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme.

⁵ You can find some examples of this for Teaching Practice in Annexe 1 and 3 in the Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme.

INTER-UNIT ACTIVITY

The NTECF requires that teaching practice or supported placement be characterised by the following: Beginning Teaching (Year 1), Developing Teaching (Year 2) and Extending – consolidating /establishing – Teaching (Year 3)

Read Unit 8 Annexe 1 (Supported Teaching in Schools) for more information and answer the following questions:

What are the assessment strategies associated with beginning, developing and extension teaching?

- What are the most significant differences from the current DBE?
- What would be the potential benefits for the quality of trainee teachers?

MATERIALS TO BRING TO THE NEXT PD SESSION:

- Theme 6: National Teachers' Standards and Teacher Education Curriculum Framework for Ghana, Professional Development Guide for Tutors
- Teaching Practice Tutor Handbook Yr 1-3, School Partnerships Programme

UNIT 8 - ANNEXE 1: ASSESSING IN-SCHOOL/ OFF CAMPUS TEACHING AND LEARNING

Relationship with the Teachers' Standards

The Supported Teaching in School placements are designed to enable trainee teachers to develop and apply their professional: values and attitudes, knowledge, and practice so they are competent to teach at the end of their initial teacher training and through this able to demonstrate that they meet the Teachers' Standards in a manner appropriate to a beginning teacher.

The structure of the placements reflects the guidance to the Teachers' Standards requiring 'school practicum components must provide extended guided periods of teaching'. In addition, the placements have been designed to reflect how the three domains and aspects of the Standards intersect with one another, bringing together what teachers should value, know, and be able to do by the end of their training.

Key points

- A substantial proportion of becoming a good teacher comes from experience and teaching in schools. The aim is a blend of learning opportunities typified by organised and directed experiences in school and reflection and discussion both in school and in college/university.
- The assessed placements offer trainees the opportunity to take increasing amounts of responsibility for the planning, teaching, and assessment of the children or young people in their care.
- In addition, trainees, in particular in the earlier stages, need to be provided with directed experiences in which they will observe and reflect on teachers' teaching and children's learning. This shapes the process of becoming a teacher through applying and developing values, attitudes, knowledge, and practice across the three years of the training programme.
- By the end of the final assessed and supported placement, trainees will be able to teach, motivate, and extend the learning of all children, taking account of and respecting their socio-cultural and linguistic background and regardless of age, aptitude, or ability. They will have demonstrated that they have met the Teachers' Standards.
- The process is characterised as follows:
 - ◆ Beginning teaching – year one
 - ◆ Developing teaching – year two
 - ◆ Extending (consolidating /establishing) teaching – year three
- During this time, the trainee will have the opportunity to teach and observe teaching in a range of schools, enabling them to understand how children develop and learn in diverse contexts, and to apply this understanding in their teaching. For early grade and primary, this must include the opportunity to teach and gain understanding of the curriculum for multi-grade teaching (TS2d).
- All tasks and activities across the three years will be defined in terms of the how they support-trainees in becoming more effective teachers.

Time

- **Demonstration schools.** Through each year trainees should have the opportunity to work with and learn from teachers in leading partner/demonstration schools. In the first year in particular, trainees will require sound support for their beginning teaching, and there will need to be sufficient 'demonstration' schools to provide this.
- **Peer Teaching.** Throughout each year trainees, when not in school, should have the opportunity to refine their teaching skills, work with, and learn from each other. From the start of year one they should be given tasks, which require them to teach small groups of their peers. This may focus on, for example, curriculum matters, developing aspects of subject or pedagogic knowledge, or sharing good practice from placements. It should require them to plan and review what they do and also to be evaluated by their peers and tutors.

Year	Semester one	Semester two	Vacation
One	To January: Video observation, reflection and analysis	One day per week in school with at least two trainees per class	Four weeks in school working with small group over time – trainee to arrange
	To end of Semester: One day per week in school with at least two trainees per class	Four continuous weeks in School 1, two trainees per class	
Two	One day per week from beginning of Semester	Six continuous weeks in School 2	
Three	Two-week familiarisation in school 3 In January, begin 12-week placement crossing into Semester 2	12-week placement in School 3	

Assessment during placements

'Evidence that a trainee teacher or teacher can meet all of the Standards must be in the form of a professional portfolio organised according to the three domains. Evidence from in-school learning will be from lesson plans, study notes, resources, assessment records, learner exercise books, photographs, lesson evaluations from tutors and mentors, testimonials, minutes of meetings and any notes from CPD courses, evidence collected by the trainee teacher or teacher over time. As a critically reflective practitioner, the professional portfolio provides the starting point for the continued development of the teacher on their Induction year and for subsequent years.' Guidance to the Teachers' Standards

The professional portfolio will be developed and refined from year one. It will include the full range of evidence as described as well as action research reports and focused reflections.

There will be formal assessment points, using the full range of evidence and including direct observation of trainees' teaching, during each placement.

Beginning Teaching Placement

By the end of the Beginning Teaching Placement trainees will have gained understanding of: teaching, learning, and assessment in their specialism age range through observation, classroom enquiry and reflection and have begun to develop initial planning, teaching and evaluation skills. They will be working towards meeting the TS.

They will be able to:

- Work collaboratively, and under the guidance of their mentor, plan and teach a sequence of sessions to small groups or individuals, showing some ability to consider children's backgrounds and experience.
- Undertake small scale action research focussed on children's learning and progress, demonstrating an emerging ability to reflect and analyse.
- Discuss key features of the official curriculum for the specialism they are training for and, under the guidance of trained mentors, to identify and analyse the needs of children, taking into account issues of background and experience, continuity and progression and focussing on English (literacy) and mathematics.

Through this experience trainees will begin to develop their ability to work as a professional in school and to identify their own professional needs.

The beginning placement has two parts. Part one involves one day per week in school and part two is a four-week continuous placement.

Expectations

Part 1

Trainees will undertake specific curriculum tasks in school to begin to develop their knowledge and understanding of schools, the official school curriculum and expected learning outcomes (TS2). They will also begin to develop classroom enquiry and reflection skills (TS1). They will be in school for one day each week following the Christmas break and up to May.

Part 2

The focus is children's learning.

- By the end of the placement, under the guidance of their mentor and working collaboratively, they will have planned and delivered sequences of sessions to four identified children. They will demonstrate an emerging ability to identify and address the learning needs of the children in English (literacy) and mathematics. For primary and early grade beginning reading and numeracy should be the focus. They need to be supported in considering learners' cultural, linguistic, socio-economic, and educational backgrounds.
- Trainees should have had up to 20 hours working with their group and observing their peers working with theirs. Some trainees will be comfortable in teaching their group from a very early point in the placement whereas other trainees will take a little longer to gain confidence.
- Trainees will have weekly meetings with mentors to support their professional development through reflection and evaluation, and to scaffold their planning for their work with the four children – including required pedagogical and content knowledge.
- They will have begun to develop their professional portfolios.

During the Beginning Teaching Placement Trainees should also have the opportunity to:

- Parts 1 and 2. Observe good practice in classrooms, based around whole class and small group teaching, and have the opportunity to discuss the planning and teaching and learning observed.
- Parts 1 and 2. Engage positively with colleagues, listening to and responding to constructive feedback, and with learners, listening and providing constructive feedback.
- Part 2. Undertake supported planning of meaningful tasks, teaching and assessment of individuals or small groups.
- Part 2. Observe wider school life: staff meetings and assemblies.
- Part 2. Observe a peer carrying out collaboratively planned activity with their group or an individual, with the observers giving feedback on the learning they have seen and, with mentor support, re-plan the activity (lesson study).
- Part 2. Track the planning, teaching and learning of a topic or the development of an essential skill in English (literacy) or mathematics to identify the learning and teaching approaches and progress in learning.
- Part 2. Provide an input into a whole class session – perhaps a start or ending.
- Parts 1 and 2. Begin to develop their professional portfolio, with specific emphases on:
 - Action research: children's learning and progress;
 - Mathematics and English;
 - Managing behaviour and learning, creating a safe learning environment.

2. Developing teaching

By the end of the Developing Teaching Placement trainees will be able to teach, motivate, and support the learning of children with increasing consistency and specifically in the core subjects of English (literacy), mathematics, and science as appropriate to their specialism. Within these core subjects they will have demonstrated that, with support, they are able to meet the Teachers' Standards. They will demonstrate a high standard of professional conduct and positive professional values at all times and act as a good role model for pupils. Those preparing for early grade or primary specialisms will have developing knowledge of teaching speaking, listening, reading, and writing of one Ghanaian language.

The Developing Teaching Placement has two parts. Part one involves one day per week in school and part two is a six-week continuous placement with a preparation week.

Expectations

Part 1.

Trainees will carry out action research in to the official school curriculum, across all subjects, and learning outcomes and into how it is taught and assessed across their specialism. They will also work with four children undertaking child studies. These studies should focus on how learners' cultural, linguistic, socio-economic, and educational backgrounds impact on planning and teaching. Work with the children should include one to one intervention, guided by the teacher or mentor.

Part 2

- Trainees should build up to a teaching commitment of 50% of a class timetable.
- Within this 50% approximately 25% English (literacy), 25% Maths and 25% science and 25% Foundation subjects – or as appropriate for their specialism. Those teaching early grades or primary should be teaching literacy and numeracy and at least one Ghanaian language.
- ICT should be integrated into trainees' teaching where appropriate.
- 25% should be: team teaching and small group work, including strengthening learning in literacy, language and mathematics, or SEND interventions for children with specific learning requirements. A specific focus of this time should be developing differentiation skills to support planning for equity and inclusivity.
- 25% non-contact time is for planning, weekly meetings with mentors or tutors,* evaluations and directed observation of teaching and learning and directed independent study tasks. This would include study of cross cutting issues across the curriculum: transferable skills, equity and inclusivity, assessment and differentiation strategies and ICT.
- *All trainees will be attached to a class and have a Weekly Meeting with their mentor. Trainees will be expected to have prepared for this meeting and be able to talk about their own and their children's progress. Trainees should have a formal observation by the mentor before the meeting. It is also expected that there will be other informal observations and discussions to support the trainees planning for children's learning. It is critical that these meetings focus on how the trainee can improve their teaching and specifically on supporting their planning for learning.
- There should be a minimum of two joint assessed reviews of the trainee during the six weeks to assess progress and identify targets for developing the trainees' teaching

During the Developing Teaching Placement Trainees should also have the opportunity to:

- Part 1 Part 2, prep week. Observe good practice in the classroom, based around whole class and small group teaching, and have the opportunity to discuss the planning and teaching and learning observed. Focus on: subjects, ages, cross cutting issues, teaching and assessment strategies, barriers to learning and common misconceptions.
- Part 1. Study the planning, teaching, assessment of the official school curriculum in their specialism.
- Part 1. Undertake four child studies.
- Part 2. Produce and use a variety of teaching and learning resources appropriate to the context they are working in.
- Part 2. Participate in wider school life staff (staff meetings and assemblies).
- Part 2. In collaboration with and under the guidance of the mentor, set personal and professional targets for development and progression against the Teachers' Standards, including for the development of their content and pedagogical knowledge.
- Part 2. Observe school management committees, professional development activities and parent teacher association meetings
- Parts 1 and 2. Further develop their professional portfolio, with specific emphases on:
- Refining work from beginning placement;

- How learners' cultural, linguistic, socio-economic, and educational impact on planning and teaching;
- The official school curriculum and learning outcomes.
- The portfolio should be building up evidence of the quality of the trainees teaching and their impact on pupil progress aligned to the TS.

3. Extending Teaching (consolidating establishing teaching)

By the end of the Extending Teaching Placement, trainees will be able to consistently teach, motivate, and extend the learning of all children regardless of their socio-cultural and linguistic background, age, aptitude, or ability.

They will be demonstrating effective growing leadership qualities in the classroom and wider school and be guided by the legal and ethical codes of conduct required by a professional teacher. They will have demonstrated that they have met the Teachers' Standards as appropriate for a trainee at the end of their training.

The Extending Teaching Placement is undertaken in a third school, following successful completion of the Beginning and Developing Teaching Placements.

Expectations

- The trainee should be 'in class' 75% of the time.
- 60% will involve the them in leading the teaching and assessment across sequences of lessons of all subjects in the official school curriculum.
- 10% - 15% should be: team teaching and small group work, including: strengthening learning in literacy and language or SEND interventions for children with specific learning requirements, working alongside 'learning support' if possible.
- 25% time is for planning, meetings with mentors or tutors, evaluations and directed observation of teaching and learning and independent study tasks.
- By the last two weeks of the placement trainees should be leading the teaching for 80% of the time.
- All trainees will be attached to a class and have a weekly meeting with their mentor. Trainees will be expected to have prepared for this meeting and be able to talk about their own and their children's progress. Trainees should have a formal observation by the mentor before the meeting. It is also expected that there will be other informal observations and discussions to support the trainees planning for children's learning.
- There should be a minimum of three joint assessed reviews of the trainee during the 12 weeks to assess progress and identify targets for development.

During the Developing Teaching Placement Trainees should also have the opportunity to:

- Observe good practice in the classroom, based around whole class and small group teaching, and have the opportunity to discuss the planning and teaching and learning observed. Focus on: subjects, ages, cross cutting issues, teaching and assessment strategies, barriers to learning and common misconceptions.
- Track the planning, teaching, assessment and learning of a subject across the year groups in their specialism to identify how: the teaching and assessment approaches differ and progress in and barriers to learning.
- Participate in wider school life staff (staff meetings and assemblies).
- Access and work with school plans, policies, documentation, resources.
- In Collaboration with, and under the guidance of the mentor, set personal and professional targets for development and progression against the Teachers' Standards, including development of their content and pedagogical knowledge.
- Take part in school management committees, professional development activity, and Parent-Teacher Association meetings.
- Complete their professional portfolio, with specific emphases on:
 - ◆ Refining work from the Beginning and Developing placement;
 - ◆ Action research: instructional strategies to encourage and enable all learners to participate and access the curriculum and which are appropriate to multi-grade, multilingual, and multi-age classes.

The portfolio should have evidence of the quality of the trainees' teaching and their impact on pupil progress, demonstrating they meet the TS.



9. ASSESSING IN-SCHOOL/ON-CAMPUS TEACHING AND LEARNING AND REVIEW

Session Objectives

By the end of the unit, you will have:

- Identified and discussed the main messages in the National Teacher Education Curriculum Framework (NTECF) about assessing trainee teachers in school that ways that are different from current practices.
- Discussed the advantages of the aspects of assessment, the practical challenges such aspects might have, and how these could be dealt with.
- Commented on the aspects of assessment that you could use to support trainee teachers in school to become better teachers.
- Discussed three key things you might have learnt and will use after going through this module (Theme 7).
- Identified the support you need to enable you to assess trainee teachers in schools to the NTS and in line with NTECF.

Revision Activity (5 minutes)

What are the main messages about assessing trainee teachers in school that are different from current practice?

INTRODUCTION

This is the last Unit of Theme 7. We have covered in detail issues concerning assessment, particularly assessing trainee teachers in schools. We discussed a wide range of issues including the use of a range of appropriate measures of assessment including portfolios, assessment taking place throughout the course, with clearly specified progression stages, and many others. In this Unit, we will attempt to recollect all the critical issues discussed in Units 1-8 in a bid to consolidate our knowledge in assessing trainee teachers and consider the way forward with regard to both the use of NTS and NTECF to strengthen formative assessment in the current DBE curriculum, and preparing for assessment of trainee teachers in the new DBE curriculum.

Activity 1: Approaches to supported teaching in schools in the NTECF (25 minutes)

GROUP DISCUSSION (25 MINUTES)

In your various groups use 10 minutes to review the material on Supported Teaching in Schools in Unit 8, Annexe 1 and answer the following questions:

The NTECF requires that supported teaching is characterised by:

- Beginning teaching – Year 1;
- Developing teaching – Year 2;
- Extending (consolidating /establishing) teaching – Year 3.

1. What are the associated assessment strategies in relation to Beginning, Developing, and Extending teaching?
2. What are the most significant differences from the current DBE?
3. What would be the potential benefits for the quality of trainee teachers?

Paste your work on the walls for other group members to take a gallery walk to read. Take note of answers that are not clear to you for a general class discussion.



Activity 2: Strengthening Current Assessment Approaches (20 Minutes)

GROUP DISCUSSION QUESTIONS (20 MINUTES)

1. What aspects of assessing trainee teachers in-school covered in Unit 8 will you be able to use to strengthen your current approaches to assessing trainee teachers in schools?
2. How can you use portfolios to strengthen in-school assessment?
3. How can you use the assessment strategies covered in the previous Units of Theme 7 (in the time available in the current DBE for formative and continuous assessment) to support trainees to become better teachers?

Presentations

Groups present their work for a general class discussion.



Activity 3: Reviewing Theme 7 (15 Minutes)

Arrange yourselves into groups of four or five. The PDC will explain the activity to you.

Activity 4: The way forward (25 minutes)



WHOLE CLASS DISCUSSION (25 MINUTES)

1. Identify three key things regarding assessment of trainee teachers you will do as a result of this Professional Development theme.
2. To what extent do you feel Theme 7 has enabled you to meet the overarching learning outcomes outlined below.
3. What further support do you need regarding assessment to reflect the NTS and NTECF?

Use your responses to questions 1-3 to evaluate the achievement of the overarching learning outcomes in Theme 7.

Review: Theme 7 learning outcomes (presented in Unit 1)

By the end of Theme 7, you will have:

- Demonstrated understanding of the philosophy of assessment in the NTS and NTECF.
- Identified the similarities and differences in assessment strategies in the current DBE curriculum and those emphasised in the NTS and NTECF.
- Identified ways you can use the changes in assessment to strengthen your current formative and continuous assessment of trainees:
 - (i) How to create and use professional portfolios to assess trainee teachers.
 - (ii) Ways of assessing the quality of trainees' teaching in school.
- Prepared yourself to use the assessment strategies emphasised in the NTS and NTECF, which underpin the assessment of teacher trainees in the new DBE curriculum.

UNIT 9 - ANNEXE 1: SUPPORTED TEACHING IN SCHOOLS

- The Ghanaian Teachers' Standards state that school practicum components must provide extended and guided periods of teaching in classrooms and that the successful assessment of student teachers against the Standards will be relevant to this.
- The attainment of the Teachers' Standards through supported school placement depends among others, on:
 - ♦ The availability of well-equipped schools;
 - ♦ Well prepared mentors; and
 - ♦ Effective links between college or university and the schools.
- Supported placement in schools covers three broad areas, namely:
- School partnership and reflective practice;
- Curricular format; and
- Action research.
- During supported placements, student teachers are expected to:
 - ♦ Have an impact on progress and learning of pupils.
 - ♦ Exhibit sound content, pedagogical and curricula knowledge.
 - ♦ Teach the Basic School Curriculum to a high standard.
 - ♦ Develop students' language and literacy skills.
 - ♦ Draw on the social and cultural contexts of the learner to scaffold their learning to make teaching relevant.
 - ♦ Take decisions in classroom that are influenced by sound philosophies of teaching and learning.
 - ♦ Demonstrate appropriate professional values and attitudes.
 - ♦ Reflect on their practices and undertake small-scale action research into learning, assessment, class management etc. to improve their teaching.
- To ensure effective school placements, training institutions should:
 - ♦ Ensure positive relationships with schools of practice.
 - ♦ Select mentors carefully and ensure they are equipped with the knowledge and skills that will enable them to support the trainees to achieve the expectations required.
 - ♦ Provide CPD for the mentors, lead mentors, link tutors and 'significant' stakeholders regarding roles and responsibilities; new developments etc.
 - ♦ Ensure that demonstration schools are equipped for practical lessons.
 - ♦ Provide adequate TLMs in the practice schools and expose student teachers to their efficient use.
 - ♦ Support effective assessment of student teachers against the TS.
- To ensure effective school placements, mentors should:
 - ♦ Provide mentees with supportive supervision and model best teaching practices that promote the acquisition knowledge, skills, values, and attitudes for the student teachers to observe and emulate.
 - ♦ Be fair and accurate in their assessment of student teachers.
 - ♦ Hold pre- and post-observation discussion of lessons. The discussion should reflect the expectations and the progress and learning of pupils
 - ♦ Use a variety of approaches – mentors should teach for students to observe, team teachers with students (mentor and the student), and the student should teach for the mentor to also observe.

- Link tutors/project supervisors: there should be regular monitoring of mentors and mentees by the link tutors to provide them with the support they need.
 - District Education Offices should:
 - ♦ Monitor the activities of the mentors and the lead mentors in order to ensure that they are always at post to offer the needed support to the mentees.
 - ♦ Collaborate with training institutions to train circuit supervisors so that they can support mentors and mentees in improved teaching practices.
 - Community/Opinion leaders (SMCs, Assembly members, etc.) should ensure the safety of the mentees to enable them to go through their school placement programme successfully.
- Mechanisms to evaluate school placements include;
- ♦ Modern assessment practices that support assessment of practical skills, such as portfolio assessment and the use of multimedia for assessing student teachers' development of skills and competencies. Their impact on pupils' learning and progress should be adopted. This should include the assessment of the quality of students' teaching and assessment practices to ensure that they have acquired the knowledge and skills required by the Teachers' Standards.
 - ♦ Universities should partner with Colleges of Education to carry out rigorous quality assurance: monitoring and evaluation and review of the impact of the supported placement in schools programme. Through this areas for development can be identified and addressed.



ACKNOWLEDGEMENTS

Licence and Sources

This book, except for the proprietary third party materials listed below, the content of the book is made available under a Creative Commons AttributionShareAlike licence (CC BY-SA 4.0, <http://creativecommons.org/licenses/by-sa/4.0/>).

Please reference this book as shown on the inside cover.

Creative Commons AttributionShareAlike 4.0 International

You are free to:

- **Share** - copy and redistribute the material in any medium or format
- **Adapt** - remix, transform, and build upon the material for any purpose, even commercially.

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

- **Attribution** - You must give **appropriate credit**, provide a link to the license, and **indicate if changes were made**. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- **ShareAlike** - If you remix, transform, or build upon the material, you must distribute your contributions under the **same license** as the original.
- **No additional restrictions** - You may not apply legal terms or **technological measures** that legally restrict others from doing anything the license permits.

Notices:

- You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation.
- No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. For further details, please see <http://creativecommons.org/licenses/by-sa/4.0/>.

Proprietary Third-party Materials

The material acknowledged in this section is proprietary and used under licence for this book, and not subject to the Creative Commons Licence. This means that this material may only be used unadapted within the T-TEL project and not in any subsequent OER versions.

- The Government of Ghana logo is copyright the Government of Ghana.
- The UKAID logo is copyright Her Majesty's Government of the United Kingdom of Great Britain and Northern Ireland.

Creative Commons Licensed Content

Creative Commons licensed content used in these documents is available for re-use under the respective licenses. If you re-use these documents (or sections of them), you need to retain the Creative Commons acknowledgements below. For the parts that you re-use, you also need to retain the acknowledgements provided under the "Sources" section in whatever documents you draw on.

Artwork Used on Front Cover

Kente Cloth in Market – Kumasi – Ghana

https://www.flickr.com/photos/adam_jones/4755541241

by Adam Jones

CC By-SA, <https://creativecommons.org/licenses/by-sa/2.0>

Icons Used on Front Cover

The following image is from West African Wisdom: Adinkra Symbols & Meanings are used as our icon. It is available under <http://www.adinkra.org/htmls/adinkra/mate.htm> unless otherwise indicated.

West African Wisdom: Adinkra Symbols & Meanings

Icons Used

The following image is from the Noun Project (<https://thenounproject.com/>) are used as our icon. It is available under <https://creativecommons.org/licenses/by/3.0/us/> unless otherwise indicated.

Library, by Vicons Design

<https://thenounproject.com/term/people/79163> (CC BY 3.0 US)

Past Experience, by Leonard Ellom Quist

<https://thenounproject.com/term/people/26358> (CC BY 3.0 US)

Education, by Pete Fecteau

<https://thenounproject.com/term/all/13647> (Public Domain)

Collaboration, by Krisada

<https://thenounproject.com/term/all/28324> (CC BY 3.0 US)

Speech bubbles, by T-TEL Project

<https://thenounproject.com/term/all/150292> (CC BY 3.0 US)

Write, by Creative Stall

<https://thenounproject.com/term/all/142509> (CC BY 3.0 US)

Production Team

Professor Jonathan Fletcher, the Key Adviser to T-TEL Tutor Professional Development spearheaded the team supported by Professor Jophus Anamuah-Mensah, Dr. Eric Daniel Ananga and Bea Noble-Rogers. The team is grateful for the invaluable inputs from Akwasi Addae Boahene, Rosie Lugg and Charlie Gordon all of T-TEL. Theme 7 'Assessing Trainee Teachers' was authored by the following team:

Dr Evelyn Oduro - Director, National Teaching Council

Mr Francis Dela - Tutor, Kibi College of Education

Mr Felix Selorm Korbla Dali - Tutor, Ada College of Education

Mr Mrs Justine Vector Aku Awudestey - Tutor, OLA College of Education

Mr Seth Odame Baiden - T-TEL Teaching and Learning Advisor

Mr Mrs Mary Afua Ackummey - T-TEL Teaching and Learning Advisor

Mr Peter Jayom Chammik - T-TEL Teaching and Learning Advisor

Mr Emmanuel Atsu Mensah - T-TEL Teaching and Learning Advisor

Mr Nana Yaw Safo-Kantanka - T-TEL Teaching and Learning Advisor

We are also grateful for the coordination and project management provided by Mrs. Beryl Opong-Agyei (T-TEL Coordinator) and to Roger Aikins for turning our drafts into books in the Colleges, and for their enduring patience with us all.

Graphic Design

Graphic design is by Deborah Da Silva at Amici Design (www.amicidesign.com)

