



National Professional Standards for Teachers in Pakistan



Policy and Planning Wing
Ministry of Education
Government of Pakistan
Islamabad

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PREFACE

 The Government of Pakistan is committed to improving quality of education. Teacher Education plays instrumental role in improving quality of education. It is an important pillar of the Draft National Education Policy 2008.

Quality assurance requires professional standards of teacher education and an effective mechanism of accreditation of teacher education institutions and programmes. The Policy and Planning Wing of the Ministry of Education (MoE) in collaboration with the United Nations Educational Scientific and Cultural Organization (UNESCO) is implementing Strengthening Teacher Education in Pakistan (STEP) project with financial support of the United States Agency for International Development (USAID). Under STEP Project, 'Professional Standards for Teachers' have been developed in consultation with stakeholders in all provinces/areas. Although, the professional standards are aimed for primary level beginning teachers, these standards can be adapted and used for secondary level teachers and teacher educators.

The standards of professional knowledge, skills and dispositions are designed to: define competencies, skills and attributes deemed to be essential for teachers; guide the detailed development of pre and in-service programs of teacher education; establish policies, procedures and systems for accrediting teacher education programs and institutions offering them; assure public about the quality of their educators and educational outputs and outcomes.

The Professional Standards for Teachers have been officially adopted by representatives of provinces/ areas in the National Steering Committee Meeting held on 7th Nov, 2008 at Islamabad.

We appreciate support of USAID, UNESCO and provincial/area governments in finalizing the document. We extend our thanks to Dr. Prof. Mahmood Butt, Vice Chancellor, Allama Iqbal Open University (AIOU), who facilitated as lead consultant for development of professional standards.

The 'Professional Standards for Teachers' is not a static document but it is an evolving and dynamic document.

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1 Introduction



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

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

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

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

2 Standard Based Teacher Education and Quality Assurance



Standard based development of teachers and other educators is part of a larger international movement of quality assurance in many fields of human endeavor. Quality assurance in education analyzes with a critical perspective the factors that contribute to educational quality, monitors their presence in the system, and evaluates the impact they have on students' learning outcomes.

In general, standards set the parameters for specific expectations. At the heart of the standard based movement in education is the development of national, regional and international agreements about what should be expected of present and prospective members of the teaching profession in regards to Professional Knowledge, Skills and Dispositions. They seek to understand the contributions that teachers make to the mechanisms by which school-related activities lead to desirable learning outcomes of students.

Standards state the knowledge, skills and competencies of teachers who enhance student learning (i.e., effective teachers). They are core propositions and their content is phrased in a way that:

- states clearly and succinctly what teacher must know;
- states clearly and succinctly what teachers must be able to do;
- reflects what research tells us about good teaching and successful learning;
- reflects the knowledge gained by teachers during their in-classroom experience;
- reflects reasonable expectations that are congruent with the educational context;
- sets levels of acceptable performance for teachers in general, that can also be brought to the local level to monitor and reinforce the work of a specific individual (performance benchmarks).

Although their content is important, some thought must also be given to the way in which the standards will be measured (norms and assessment). This is what will eventually provide the evidence that the standard is being met or that some remedial action is required. These three elements (content, norm and benchmark) make it possible for National Professional Standards to:

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

The development and implementation of National Professional Standards for beginning teachers,

accomplished teachers, subject specialists, educational leaders and teacher educators is a priority to qualitatively reform the existing system of teacher preparation in Pakistan. This document provides detailed information about the National Professional Standards adopted by the Ministry of Education. These standards can be further refined and periodically revised by educators.

The diversity of standards is needed to develop for teachers and other educators. Role specific standards for head teachers and educational leaders should guide their in-service development programs at the post-graduate level. Similarly, standards for teacher educators are needed to develop faculties that are to staff Colleges of Education, Institutes of Education and Research (IERs), University Departments of Education and other teacher training institutions.



3 Environmental Scan

A review of education policy statements, studies done by and for the ministries of education at the federal and provincial levels, sources of national statistics including National Education Census (2005), Pakistan Social and Living Standards Measurement Survey (PSLMS 2005/06), National Education Management Information System (NEMIS 2005/06) and a review of literature indicates the formal educational system in Pakistan is diverse, complex and not universally accessible to school going age children. The National Education Census 2005/06 indicates that there are 227,791 educational institutions providing diverse educational opportunities to 33.4 million students. The system employs 1.356 million teachers from pre-primary to university stage with varying student- teacher ratios by level of education and geographic location. The following table provides information about the number of educational institutions by level and location.

Table 1: Number of Educational Institutions by Level and Location

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

Source: National Education Census 2005, AEPAM, Ministry of Education, Islamabad 2006.

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

While 73.51% of all educational institutions are in the rural areas, the ratio begins to shift towards urban areas from secondary level onwards. 92% of all mosque Schools and 85% of primary Schools are in the rural areas catering to the basic educational needs of 74% of the population. Only 48% of Secondary Schools are located in rural areas. The enrollment pattern however indicates that 57.4% of the total enrollment was in the rural institutions mostly at the primary and middle School levels. At the secondary level urban enrolment shows a healthier growth and retention rate.

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

3.1 Teacher Workforce in Pakistan

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

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

Level of Institutions	Total	Rural		Urban	
		Numbers	%	Numbers	%
Total	1,356,802	687,613	50.7	669,189	49.3
Pre-primary	3,807	921	24.1	2,886	75.9
Mosque School	22,603	19,304	85.4	3,299	14.6
Primary	399,517	276,115	69.1	123,402	30.9
Middle	313,797	176,546	56.3	137,251	43.7
Secondary	418,376	163,051	38.9	255,325	61.1
British System	12,371	1,114	15.7	11,257	84.3
Inter, and Degree Colleges	59,097	9,253	15.7	49,844	84.3
General Universities	11,434	3,448	30.2	7,986	69.8
Technical / Professional	30,334	4,013	13.2	26,321	86.8
Vocational/Poly Technique	15,339	2,642	17.2	12,697	82.8
NFBE (Non-Formal Basic Education)	5,262	3,962	75.3	1,300	24.7
Deeni Madaris	58,391	24,627	42.1	33,764	57.9
Others	6,474	2,617	40.4	3,857	59.6

Source: National Education Census 2005, AEPAM, Ministry of Education, Islamabad 2006. Figures in parenthesis are percentages.

Disaggregating the teachers' data by levels of schooling reveals that out of a total workforce of 1.35 million teachers only 3,807 are employed at pre-primary level, 399,517 teachers (29%) are employed at primary school level, 313,797 (23%) are serving the middle schools, 418,376 (31%) are serving secondary schools and 59,097 (4%) are serving intermediate /degree colleges. The ratios for pre-primary, primary, middle and secondary school teacher workforce indicate the serious imbalances facing teacher education. Both pre-primary / early childhood teachers and primary school teachers are needed in greater number to provide instructions to the number of students enrolled in these levels. Average teachers/ pupil ratio 1:38 at Primary level is another indicator of the quantitative challenge confronting teacher educators. International research studies have documented the importance of 1:25 teacher/pupil ratio as a key factor in determining the quality of Primary Education. Middle Schools (21%) and Secondary Schools (19.9%) have better teacher/pupil ratios. Among the four major provinces Balochistan has the lowest ratios 1:27 for Primary Schools and NWFP the highest ratio of 1:40. For middle schools Balochistan has the lowest ratio of 1:13 and Punjab the highest at 1:25. At the secondary school level the ratios range between 1:19 for Sindh and 1:31 for the Punjab.

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

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

Table 3: Number of Teaching Staff by Gender

Level of Institutions	Total	Male		Female	
		Numbers	%	Numbers	%
Punjab	716,768	295,438	41.2	421,330	58.8
Sindh	290,749	145,673	50.1	145,076	49.9
NWFP	198,893	128,703	64.7	70,190	35.3
Balochistan	50,893	34,382	67.6	16,511	32.4
ICT (Islamabad Capital Territory)	19,387	7,787	40.2	11,600	50.8
FATA	22,079	16,584	75.1	5,495	24.9
FANA	15,196	9,363	61.6	5,833	38.4
AJK	42,837	23,107	53.9	19,730	46.1

Source: National Education Census 2005, AEPAM, Ministry of Education, Islamabad 2006. Figures in parenthesis are percentages

3.2 Professional Development of Teachers

The National Education Census (NEC) 2005 data and a number of studies indicate that professional preparation of teachers in Pakistan is neither standardized nor based on acceptable professional

standards. The NEC data indicates that 26% of teachers in the workforce are untrained, 37% have only rudimentary training at the PTC and CT levels, 44% have not completed even a two year undergraduate degree beyond 12 years of basic education. These constitute by any measure, least qualified teachers, and the majority of them are teaching at the primary school level in rural areas. Some educationists reported even a more dismal picture of professional qualifications of teachers at the primary level, where only 21% have completed B.Ed and M.Ed degrees.

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

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

The Bachelor's level programs and postgraduate programs in teacher education are the responsibility of University Colleges and Departments of Education, IERs and recently established Universities of Education. According to the NEC data in 2005 there were only 257,818 teachers with B.Ed degree and 67,143 teachers with M.Ed degree working as teachers or teacher educators. Most of the B.Ed and M.Ed degree holders had completed a Bachelor or Masters degree also. The typical Bachelor degree in 2005 used to be a two year program after twelve year of education.

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

In each province the policy-making structure has precluded the possibility of collaboration and communication among TPD institutions. Similarly the TPD institutions have little linkage with the district education policy-makers and schools. National professional standards are needed to foster greater inter-provincial linkages and overall standardization of teacher education, teacher certification and accreditation of teacher education programs and providers.

3.3 Key Issues of Teacher Education

A number of studies in the last 30 years have pointed out the key issues and problems of teacher education in Pakistan. There is general consensus that quality of teachers is abysmally low. A variety of factors have been cited in the literature. Primary school teacher certification programs are relics of the 19th century normal school model. They neither provide broad general education necessary to foster effective communication skills, critical thinking and creative instructional leadership nor promote in depth content knowledge of language arts, mathematical reasoning, social and natural sciences and cultural context. The pedagogical skills taught are also designed to foster rote learning, unquestioning acceptance of textual materials and passive preparation for the tests. The entry requirements (Matric, FA/F.Sc) and time-on-task (12 years) for PTC and CT programs are not sufficient to prepare quality teachers.

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

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

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

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



4 Professional Standards for Initial Preparation of Teachers in Pakistan

Standard 1: Subject matter knowledge

Standard 2: Human growth and development

Standard 3: Knowledge of Islamic ethical values/social life skills

Standard 4: Instructional planning and strategies

Standard 5: Assessment

Standard 6: Learning environment

Standard 7: Effective communication and proficient use of information communication technologies

Standard 8: Collaboration and partnerships

Standard 9: Continuous professional development and code of conduct

Standard 10: Teaching of English as second/foreign language (ESL/EFL)

Composition of Professional Standards

Each standard has 3 parts

a. Knowledge and Understanding (Content)

What teacher knows

b. Dispositions

Behaviors, attitude and values

c. Performances (Skills)

What teacher can do and should be able to do

Standard -1: Subject Matter Knowledge

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

1-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The national curriculum framework.
- The domain, basic concepts, theories, history, structure and process of acquiring knowledge of the subject they are going to teach.
- The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of teaching the discipline.
- The new emerging concepts, theories, results of researches and latest trend at national and international levels.
- In depth knowledge of the subject matter and the relationship of that discipline to other content areas.
- The relationship of the subject to other disciplines and its usability in practical life.
- The relationship of reading, writing and arithmetic principles to the domain.

1-B DISPOSITIONS

Teachers value and are committed to:

- Facilitate through multiple ways in construction and acquiring knowledge to learners.
- Make knowledge applicable to real world situation.
- The diverse talents of all students and helping them to develop self-confidence and subject matter competence.
- The belief that all children and adolescents can learn at high levels and achieve success.

1-C PERFORMANCE AND SKILLS

Teachers demonstrate their knowledge and understanding through:

- Effectively explaining the content in multiple perspectives and relating all required structural component of the discipline.
- Use of appropriate tools of inquiry according to the nature of the subject and content, considering students' prior knowledge.
- Giving examples of application of the content from practical life.

Standard -2: Human Growth and Development

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

2-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- How student construct knowledge, acquire skills and develop habits of mind.
- How student learning is influenced by individual experiences, talent and prior learning, as well as

language, culture, family, and community values.

- How to identify developmental abilities of students, which may include learning differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.
- Individual differences among students.
- Diverse style of learning.
- Motivational strategies to achieve and excel.
- The processes and skills that help students to develop knowledge, skills and dispositions of reflective thinking and enable students to solve problems in classroom and out of the class.

2-B DISPOSITIONS

Teachers value and are committed to:

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

2-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Promote critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline.
- Apply learning theories to accommodate differences in student intelligence, perception, cognitive style and achievement levels.
- Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.
- Foster cooperation and collaboration for collective problem solving.
- Develop and demonstrate skills to use instructional technologies.

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

Teachers understand the Islamic ethical values and practices in the light of Quran / Sunna and other religious contexts, and the implications of these values for bringing national and global peace, unity and social adjustment.

3-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The Islamic code of conduct (beliefs, prayers and ethics) in light of Quran and Sunnah (i.e. Maarooif (Good) and Munkir (Evil), equality, justice, brotherhood, balance, tolerance and peace).
- The values which are globally accepted and are being promoted.
- The present need of national/global peace, and the factors affecting peace and resulting in decline of the values and ethics.

- The negative impact of prejudice, discrimination, social class, gender, race and language on the moral development of students and society.
- How these Islamic and universal ethical values are incorporated in learners' beliefs and practices to bring peace.
- Essential principles of Islamic values in the texts books.

3-B DISPOSITIONS

Teachers value and are committed to:

- Bring awareness among people that '*Quran*' and '*Sunna*' is only the valid source for knowing about Islamic values in true sense.
- Respect for individual and cultural/religious differences, and appreciation of the basic worth of each individual and cultural/religious group.
- Tolerance and celebration of diversity.
- Dialogue as a means to conflict resolution.

3-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Create a learning community in which individuals and their opinions are respected.
- Practice Islamic code of conduct by their own behaviors and guiding through a convincing dialogue with learners to value and practice the ethical and Islamic values.
- Signify Islamic/Ethical values, and provide guidelines to clarify their use in internal and external discourses.
- Practice Islamic teachings in classrooms and schools to prevent the misunderstandings that can lead to the mischaracterization and even demonization of Islam and other faiths.
- Use knowledge of Islam taking into account issues of human rights, social class, gender, race, ethnicity, language, age and special needs.
- Create a safe and secure learning environment.

Standard-4: Instructional Planning and Strategies

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

4-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The aims, goals and objectives of education as well as of curriculum for specific subject and their importance in instructional planning.
- Principles of acquisitions of reading, writing and arithmetic skills at different stages of development.
- Availability of appropriate resources and materials for instructional planning including the use of instructional technology to promote students' attention and thinking.
- To plan instructional strategies based on students' needs, development progress and prior knowledge.
- Techniques for developing /modifying instructional method, materials and the environment to help all students learn.

- A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.
- The effect of out of school activities including homework.
- General methods of teaching and classroom management.
- Special methods of teaching different discipline of knowledge.

4-B DISPOSITIONS

Teachers value and are committed to:

- Attain goals and objectives of the curriculum they are going to teach.
- The development of students' critical thinking, independent problem-solving and performance capabilities.
- Pedagogy of care, collaboration and cooperation.
- Team-work and cooperative learning.
- Multiple ways to solve problems.

4-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

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

Standard-5: Assessment

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

5-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

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

5-B DISPOSITIONS

Teachers value and are committed to:

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

5-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

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

Standard-6: Learning Environment

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

6-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

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

6-B DISPOSITIONS

Teachers value and are committed to:

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

6-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Develop and share classroom management and discipline plan.
- Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently.
- Create a cooperative classroom climate for all students, by practicing effective listening and group facilitation skills.
- Create a positive classroom climate which is socially, emotionally and physically safe.
- Establish and maintain appropriate standards of competitive behavior.
- Use instructional time effectively.
- Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

Standard - 7: Effective Communication and Proficient Use of Information Communication Technologies

Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents. Teachers are able to use instructional and information communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.

7-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The importance of verbal, nonverbal and written communication in the teaching and learning process.
- Operating and integrating technologies in classroom and laboratory activities.
- Use of operating system and software for word processing, filing, research, data storage and presentation of information.
- Use of computers as instructional, research and evaluation tool.
- How to use available diverse technical tools (art work, videos, cameras, phones, computers, etc.) in their classrooms.

7-B DISPOSITIONS

Teachers value and are committed to:

- Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class.
- Being a thoughtful and responsive listener.
- Fostering diversity of opinions among students and celebrating it in the classroom.
- Use all educational and informational technologies to enhance different aspect of teaching and learning.

7-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Communicate clearly in Local Language/Urdu/ English using appropriate oral and written expressions.
- Reading reflectively in Local Language/Urdu/ English.
- Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking.
- Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.
- Foster accurate reporting and sharing of facts, opinions and beliefs.
- Design and use student report cards.
- Incorporate up-to-date information in lesson plans.
- Use diverse databases to supplement textbooks.
- Develop students' portfolios, test items, assignments and assessment through computers.

Standard - 8: Collaboration and Partnerships

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

8-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The importance of effective school/home interactions that contributes to high-quality teaching and learning.
- The role of the school within the community and how to utilize partnerships to contribute to student learning and development.
- Different approaches to collaborate effectively with parents, professionals and community.

8-B DISPOSITIONS

Teachers value and are committed to:

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

8-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

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

diverse families, educators and others in the community in support of student learning and wellbeing.

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

Standard -9: Continuous Professional Development and Code of Conduct

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

9-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

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

9-B DISPOSITIONS

Teachers value and are committed to:

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

9-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

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

Standard -10: Teaching of English as Second/Foreign Language (ESL/EFL)

Teachers understand pedagogy of English as Second/Foreign language and effectively communicate in English language.

10-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- Status of English Language in Pakistan.
- Aims of teaching English as a subject at the national level.
- Aims of using English as medium of instruction in Pakistan.
- Constraints of teaching English as second /foreign language and strategies to enhance “learning in English” and “learning of English as language”.
- Syntax and structure of English Language.
- English Teaching methods and steps of learning process.
- Specific learning difficulties i.e. Second Language Impairment (SLI).

10-B DISPOSITIONS

Teachers value and are committed to:

- Lessen biases and anxiety for learning ESL/EFL.
- Address all specific needs related to ESL/EFL.

10-C PERFORMANCES AND SKILLS

Teachers engage in activities to:

- Use of simple English language along with supportive use of Urdu (national language) for effective teaching and learning purposes.
- Identify, analyze and address Specific Learning Difficulties in English language.
- Gradually enable students to communicate in English through a natural sequence of language acquisition i.e. listening, reading, writing and speaking.
- Provide classroom opportunities for choral reading, descriptive writing and spoken English.
- Apply ESL/EFL learning theories, rules and pedagogy.

