

Assessment Standards for Teaching

Standards	Indicators	Evidence
1. Planning & Preparation	<ol style="list-style-type: none"> <li data-bbox="661 284 1018 357">1. Exhibits knowledge of subject matter. <li data-bbox="661 527 1018 641">2. Objectives are clear, appropriate & related to content. <li data-bbox="661 730 1018 844">3. Aligns instructional strategies with lesson objective. <li data-bbox="661 1015 1018 1128">4. Plans for differences in learners' needs and abilities. <li data-bbox="661 1218 1060 1372">5. Plans clearly and sequentially for whole class, group and individual outcomes. 	<p data-bbox="1102 284 1858 446">Sequential arrangement of lesson; core points reflect topic; objectives related to topic; relevant references; steps follow in contents; correct explanation of terminologies; accurate facts</p> <p data-bbox="1102 527 1858 657">Objectives determined; RPK must be related to new topic; lesson plan; specific questions to measure; does content meet objectives that are time bound;</p> <p data-bbox="1102 738 1900 893">Procedure used; group work; whole class and steps to be followed. Appropriate techniques to achieve objectives; strategies corresponds with content; experiments, role play;</p> <p data-bbox="1102 1015 1879 1144">Selection of appropriate varieties of learning activities, techniques to meet the needs/abilities of all; Question should cover all levels of taxonomy;</p> <p data-bbox="1102 1226 1858 1356">In the lesson plan/notes- see if techniques being used address whole class, group and individual works; selection of appropriate technologies for these groups;</p>

**2. Instructional Skills
- Procedural**

6. Planning connects with and challenges students' present knowledge, skills and values.

Relevant RPK connecting to the topic linking to introduction flowing into the content; life experiences;

7. Uses a variety of instructional materials/techniques, strategies.

Procedure – group work; class work and multiple learning activities & using a variety of TLMs; techniques; instructional materials;

8. Pre-lesson organisation- resources, learning environment.

Classroom cleaning; use of different resources e.g. chalk; duster; and learning environment.

1. Starts class promptly with no confusion.

Gets to the class on time; does not tell unnecessary stories; advance preparation; well prepared with all materials; TLM assembled

2. States purpose, objectives and procedures for lesson.

Introduction should indicate the purpose; state what the lesson seeks to achieve; sequential arrangement of content and steps and activities to be done;

3. Maintains lesson pace

Exhibits the quality of maintaining time allocated: moves from stage to stage when learning has taken place e.g. stage 1 to stage 2; avoid unnecessary repetitions interruptions; effective use of TLM;

4. Gives procedural and instructional directions clearly.

Orderly presentation and to the point; use of clear language; follow teaching steps sequentially; clear directions for working in groups/activities

**3. Instructional Skills
– Teaching
Strategies and
Techniques**

5. Uses appropriate transitional techniques.

How varieties of stages are linked e.g. introduce main content to evaluation and using questioning short stories; motivating and sustaining the interest of students by the application of different methods and approaches; provide individual and group attention

6. Adapts to students' attention span.

Using variety of activities/techniques to engage students' attention; little relevant jokes; group activities etc. to reduce boredom.

1. Uses a range of strategies for whole class, small groups and individual teaching/learning

Varies teaching strategies to suit whole, small groups and individuals; groups pupils during lessons; goes round to supervise students in groups working effectively; puts students into ability groups when necessary; uses integrated approach to teaching e.g. teacher-learner; learner-learner.

2. Focuses students' attention by motivational techniques.

Motivational techniques such as – 'good', 'excellent', gifts etc. good comments when exercises are marked; verbal & non-verbal positive reinforcements; not condemning wrong answers.

3. Relates lesson to prior knowledge and life experiences.

Is lesson related to RPK; if first time, is lesson related to any life experience stated; does he use practical activities to depict life experience stated; does he link RPK to main lesson?; illustrations with life experiences; reviewing the previous lesson; smooth transition to the new lesson.

4. Presents lesson in an organised manner.

Is lesson presentation systematic? Is lesson presentation sequential? Does he use appropriate transitional techniques? Do steps link and flow smoothly; are TLMs used rightly at the right time?

	<p>5. Uses questioning strategies for higher-level thinking.</p> <p>6. Engages students in discussions, critical thinking and problem-solving.</p> <p>7. Uses available techniques and manipulative materials effectively.</p> <p>8. Uses techniques that modify and extend students' learning.</p> <p>9. Identifies and uses opportunities for incidental teaching.</p>	<p>Use questions that require application of knowledge; probing questions; questions that ask 'why' and 'how'; does he ask questions that make stds analyse issues; questions that make stds compare/find differences or similarities; convergent/divergent questions; explains responses and assignments; eliciting information from learners.</p> <p>Does he make students brainstorm? Does he ask questions that require deep thinking and reflection before answering? Does he encourage student participation? Does he give assignments/exercises and tasks in class whilst teaching?</p> <p>Does he use proper use of multi-media resources such as slides, TV, globe video decks, tape recorders etc.; does he allow students to have a real feel of manipulative materials when the need arises? Are they relevant & appropriate?</p> <p>Does he make good use of project work for students? Does he make use of excursions, field trip, experiments as a way of modifying students (stds.) learning?</p> <p>Does he use students' questions and answers to clarify points and correct misconceptions? Does he make use of circumstances that arise in the course of teaching and learning, which can be appropriately used to enhance teaching and learning? E.g. the appearance of a rainbow, an aeroplane etc; calling pupils attention to</p>
--	--	---

4. Classroom Management

10. Engages students in lesson closure.

1. Manages classroom routines effectively.

2. Maximises students time on task.

3. Respect diversity among students.

4. Maintains Positive Rapport with Students.

5. Seeks to know each student as an individual.

relevant situations as the lesson unfolds

Use pupils' response to build summary; does he use/ask questions to identify whether objectives have been achieved? Tidying up after practicals.

Is the classroom swept before a lesson; cleaning of chalkboard, picking pieces of papers before lesson, chairs/tables neatly arranged; marking of register; distribute Ex. Books & text books and other materials before lessons not during the lesson

Concise/precise explanations and time given must be appropriate to the task; effective supervision having the individual student; regular exercises.

Respects the cultural background of students; gender issues; pronunciation of sounds ('ls & Rs'); making students not feeling marginalized. Challenging questions to brilliant ones and suitable questions to weaker pupils.

Empathy: understand students problems and responds positively to all; approachable; appreciable; friendly; identify students by their names.

Call students by names; pay attention to individual students as the teacher goes round the class; do not give difficult work to dull pupils in the class; reframe questions to suit the level of the pupils understanding Book an appointment with a pupil with a problem (this must be done fairly).

6. Reinforces appropriate behaviour through encouragement.
7. Exhibits a balance of fairness and firmness.
8. Enforces rules consistently
9. Redirects inappropriate behaviour promptly.
10. Shows disapproval of behaviour but acceptance of students.
11. Remains calm in dealing with conflict and

Students using left hand to answer questions; praises; 'shine'; 'rain', good, excellent etc. discourage inappropriate behaviour

Equal punishment for the same offence (issue of name sake); marking exercises fairly; fair comments on students' answers; Insists on rules that apply to all in your class; e.g. no eating

Changing the positions of notorious students e.g. from back row to the front row; address inappropriate behaviour for all to be deterred e.g. raises left hand when answering questions; wearing heart in class; Appropriate and instant punishment.

Chewing gum; using left hand; punish and counsel later but involve student in lesson e.g. call him when raises hand to answer a question; show evidence by throwing question back to the child; congratulate if later the pupil does something good.

Remains calm in dealing with cases (not biased); tolerant when confronted by students; good listener; self-control

5. Communication Skills

disagreement.

not hasty to decisions.

1. Communicates with confidence and enthusiasm.

Fluency; confidence in content matter; no shaky voice; no nervousness, articulates well; interest in the subject

2. Demonstrates enthusiasm

Shows interest in students' work; should be lively and active, should show concern for students especially those who display learning difficulties;

3. Listens with empathy and respect for others.

Shows interest and attention to students' needs and level as they learn; concerns shown in non-verbal language; does not humiliate students e.g. ethnic, religious cultural background;

4. Communicates at students' level of understanding.

Uses simple terms that students understand; not using Latin words, big words; simple expressions to make himself understandable; explain technical terms or word registers.

5. Incorporates students' opinions and ideas.

Uses ideas, correct answers, expressions and contributions from students in his lesson and acknowledging it as students' own.

6. Uses effective verbal/non-

Uses body language, expressions in lessons e.g. smiles,

6. Evaluation

verbal communication.

- 6 7. Uses appropriate and accurate oral and written communication.
- 7 8. Projects voice appropriately.
- 8 9. Avoids overused phrases (Ok; you know; and what have you etc.)
1. Monitors students' participation and progress.

nodding; shake the head, flipping finger tips etc verbal expressions e.g. good, excellent, say it again; the voice must be audible,

Uses chalkboard well; writes boldly; draws well; labels well; correct oral pronunciations e.g. 'ask' as 'ax'; clarity of words

Speaks audibly for all to hear (teacher-like voice); lay emphasis on points; varying tones; no monotonous voice; clarity of words; consistency of grammar;

Uses 'Okays', 'you know' etc. not relating to what he's saying; does he display any mannerism that is a habit e.g. saying - words that does not mean anything or say such words at the wrong time; varying the tone of speech or language

Mentee's questioning techniques; mentee instructing students to work on the chalkboard; mentee goes to individual students, inspecting and correcting their exercises; mentee asks questions and elicit oral or written answers or experiment; mentee prompts every student to get involve in discussions; demonstrate a point

	<p>2. Provides immediate and constructive feedback.</p> <p>3. Bases evaluation on instructional goals/objectives.</p> <p>4. Use formal/informal assessment strategies to assess student learning before/during/after instruction to enhance learning.</p> <p>5. Encourages student self-evaluation.</p>	<p>for others to see</p> <p>Mentee readily answers students' questions orally or writing on chalkboard or practical activity/experiment; marks work instantly and discuss with them; accepts good answers readily; discusses pupils output or performance with them</p> <p>Mentee's lesson notes is referenced for the objectives/goals; questions and responses from students/mentee; inspection of work/ exercise books; extent of investigation when student show facial expression; blackboard summary of exercises;</p> <p>Does he attend to students in and outside the class work e.g. field trips, class exercises, excursions, quizzes etc. informal – in between lessons/discussions questions; uses interview, or questions to ascertain their RPK; work to be solved at the end of the lesson.</p> <p>Motivations – verbal, non-verbal, healthy competitions, 'what have you learnt?' what do you like/dislike about the lesson etc. students asking questions during lessons; Learners should mark their own work to enable them see their performance; reflections on answers; asking probing questions</p>
--	---	---

	<p>6. Demonstrates fair assessment processes for all students.</p> <p>7. Using reflective thinking to analyze instruction.</p> <p>8. Recognizes need for self-improvement.</p> <p>9. Responds constructively to recommendations for improvement</p>	<p>Inspects exercise books to ensure fairness in the awarding of marks, test items; equal marks, appropriate remarks to all answers from students; uses of variety of techniques including written, questions, group and individual tasks so that every child is catered for in the lesson;</p> <p>Using reflection to assess strengths & weaknesses- Post observation reflections; look up for his objective way of assessing the lesson; it should not be too artificial. He should not dwell solely on only the good points and cover the weak points.</p> <p>Accepts corrections during post observation conferences insisting and challenging mentors' corrections; he/she should be able to identify his weaknesses and make constructive suggestions as to how he would improve upon it.</p> <p>Accepts to make corrections or changes in future- post observation conference. If reluctant to accept the suggestion and has better alternatives he should be encouraged. They should be a follow</p>