

**DEPARTMENT OF EARLY CHILDHOOD AND ELEMENTRY EDUCATION,FACULTY OF EDUCATION**

**ASSIGNMENT**

Note:- Read and understand the NPSTP rubrics and levels given below then assess your teaching according to them. Mark on each rubric at any level and gives justification of level selection why you have selected that level. Attempt all rubrics of all 10 standards. ‘After self-assessment, choose any 2 standards and related levels in which you need to improve. Provide specific suggestions regarding what actions will you take in order to improve your performance in your chosen standard.

**Rubric for the National Professional standards for Teachers in Pakistan**

**Standard 1: Subject matter knowledge**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 1.1  Source of the lesson content | Teaches content using the textbook as the sole source of subject matter knowledge in the classroom. | Teaches content the national curriculum as a guide along with the textbook. In addition, uses own experience and understanding to enhance lesson. | Teaches content using the national curriculum as a guide along with the textbook. In addition, uses own experience and understanding and seeks other readily available sources of information for teaching and learning of subject matter | Teaches content using the national curriculum as a guide along with the textbook. In addition, uses own experience and understanding and seeks other readily available sources of information for teaching and learning of subject. Is aware of new concepts, theories, research and trends in the subject matter at the national and international levels. |  |
|  |  |  |  |  |
| 1.2 Understanding of the subject matter knowledge / curriculum | Display a basic knowledge of the subject matter taught. Might make occasional errors. | Display a good knowledge of the basic concepts and theories of the subject matter taught. Understands connections between the content and its application to everyday life. | Display excellent knowledge of the subject matter and the connections between the content and its application to everyday life. Understands the sequencing of learning topics and processes and uses these for planning instruction. | Display excellent knowledge of the subject matter and the connections between the content and its application to everyday life. Understands the sequencing of learning topics and processes and uses these for planning instruction. Understand the relationship between subject matter and other content areas. |  |
|  |  |  |  |  |  |
| 1.3  Teaching strategies and pedagogy employed | Teaches content using generic teaching methods without planning for children’s misconceptions about the subject matter. | Teaches content and thinks about subject-specific teaching techniques. Is developing a general idea of possible types of misconceptions that children may have about the subject and has started to reflect on how to plan lessons differently to correct these misconceptions. | Teaches content using a variety of subject specific techniques. Uses strategies to deal with misconceptions that children may have about the subject. Provides opportunities for children to apply the subject matter knowledge to their everyday lives. Works with children to develop their self-confidence with the subject matter. | Develop lessons using new subject specific techniques, planning for misconceptions and the applications of material to children lives. Implement specific strategies to help children reflect on check and correct their own work. Promotes metacognition self-confidence and self-assessment. Challenges all children to achieve at their highest level. |  |
|  |  |  |  |  |  |
| 1.4 Activating the Child’s knowledge | Teaches content without specifically building on or seeking out children’s prior knowledge of the new content. | Teaches content with the awareness that children might have knowledge about the topic and includes questions that connect to their prior knowledge and experience. | Teaches content by building new concepts on each child’s prior knowledge and experience. | Teaches content by building on children prior knowledge helps a diverse range of children connect to their prior knowledge and experience. What is being taught. Understand each learners talents and finds engaging ways to connect the content to a variety of learner interest. |  |
|  |  |  |  |  |  |

**Rubric for the National Professional standards for Teachers in Pakistan**

**Standard 2: Human growth and development**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 2.1 Accommodating diverse learning styles and abilities | Teaches and plan using one or two teaching methods to develop children’s habits of learning. Accommodates children who have similar learning styles and abilities. | Teaches and plans using a variety of teaching methods to accommodate children of this age who learn differently. | Teaches and plan applying specific knowledge of how children learn, acquire skills, and develop dispositions. Specifically develops lessons that indicate knowledge of the range of children’s developmental, physical, scio-economic, emotional, talented and gifted exceptionalities. | Teaches and plan applying specific knowledge of how a range of children learn, acquire skills, construct knowledge and use multiple ways of knowing. Is able to apply learning theories to accommodates children’s diverse intelligence and cognitive abilities. Lessons foster collaboration for collective problem solving. Conveys high expectation of every child. |  |
|  |  |  |  |  |  |
| 2.2  Engaging a range of children | Teaches in a way that engages most children in an equal manner. No planned differentiation for a range of children. | Teaches in a way that seeks to engage arrange of children by using age-appropriate learning material and connecting the material to their individual interests and prior learning. | Teaches in a way that seeks to engage arrange of children by using age-appropriate learning material and connecting the material to their interest, experiences, talents, and prior learning. Treats children an equitable manner while understanding that not all children can be engaged in the same way. | Teaches in a way that seeks to engage all the children using age appropriate learning material. Lessons and teaching indicate that the teacher understand that children’s learning is influenced by individual experiences, talents and prior learning as well as their culture and family and the community they live in. develop lessons that encourage children to bring their strength and talents to the learning situation. |  |
|  |  |  |  |  |  |
| 2.3  Higher-order and critical-thinking skills | Teaches using mostly lower-order thinking skills for all children. | Teaches using mostly lower-order thinking strategies with occasional opportunities to practice higher-order and/or critical-thinking skills, lessons indicate that the teacher understands that children can learn at a higher level. | Teaches using a good variety of lower-order and higher-order thinking strategies and encourages children to practice critical-thinking and problem solving skill. | Plans for and constantly provides a range of higher-order and/ or critical thinking skills strategies as an integral part of teaching and learning. Encourages children to use methods of inquiry to solve problems, explore and learn. |  |
|  |  |  |  |  |  |

**Rubric for the National Professional standards for Teachers in Pakistan**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 3.1 | Describes ways in which Islamic and universal ethical values are demonstrated in good teaching and learning. | Designs lessons and activities that help create a classroom environment in which Islamic and universal ethical values are demonstrated. | Creates a classroom environment in which Islamic and universal ethical values are demonstrated. | Involves children in ways of teaching and learning that build their understanding of Islamic and universal ethical values. |  |
|  |  |  |  |  |  |

**Rubric for the National Professional standards for Teachers in Pakistan**

**Standard 4: Instructional planning and strategies**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 4.1  Long-term planning | Plans lessons on a day-to-day basis following the textbook as a guide. Has some idea of what to plan for the next day and can share general goals for child’s learning. | Exhibits evidence of ability to prepare long-term plans, including goals and objectives for each lesson, within the overall goals and objective of the national curriculum (NC). | Exhibits evidence of ability to prepare long-term plans, including goals and objectives for each lesson, within the overall goals and objective of the NC. Incorporates goals and objectives of education in general as well as those of the curriculum for the specific subject matter. | Exhibits evidence of ability to prepare long-term plans, including goals and objectives for each lesson, within the overall goals and objective of the NC. Incorporates goals and objectives of education in general as well as those of the curriculum for the specific subject matter. Modifies plans based on assessment of child’s learning. |  |
|  |  |  |  |  |  |
| 4.2  Lesson planning | Develops lesson plans that include instructional activities, material and individual learning outcomes (ILOs). These are not necessarily clearly aligned with the assessment strategies. | Develops lesson plans that include instructional activities, material and individual learning outcomes (ILOs), and assessment strategies. There is clear alignment between the ILOs, the instructional activities, and the assessment strategies. | Develops effective lesson plans in which instructional activities, ILOs, and assessment strategies are clearly aligned. Lesson plans include formal and informal methods of assessment as well as a wide range of community and technology resources to promote achievement of lesson objective. Uses age-appropriate reading and writing strategies. | Develops effective lesson plans that include well-aligned instructional activities, ILOs, and formal and informal assessment strategies. Community and technology resources are also incorporated. Uses pedagogical knowledge and research on teaching and learnings as sources for active reflection, evaluation and revision of practice. |  |
|  |  |  |  |  |  |
| 4.3  Using instructional resources | Uses some instructional resources with each lesson, but these are not necessarily matched to planned learning outcomes. | Uses instructional resources in ways that are matched to achieving planned learning outcomes, although use is still teacher centered. Children benefit from using the materials. | Uses a variety of available instructional resources in ways that achieve planned learning outcomes and promote higher-order thinking and understanding. The instructional resources accommodate different learning styles. | Uses a variety of available instructional resources in ways that achieve planned learning outcomes. Children create, are actively engaged in and make choices about using instructional resources. Teacher is able to evaluate the resources for their usefulness, comprehensiveness and accuracy in representing particular ideas and concepts. |  |
|  |  |  |  |  |  |
| 4.4 Differentiated instruction | Teaching and learning is done in a manner that presumes all children learn in the same way. | Teaching and learning activities are occasionally differentiated so that different learning styles are accommodated and the children can work at their own pace. | Teaching and learning activities are planed based on knowledge of the classroom, the school, the community and the culture. Teaching strategies are planned based on each child’s needs, developmental progress, and prior knowledge. | Plans for and systematically creates a variety of developmentally appropriate teaching and learning opportunities for all children to work on at their own pace and level, taking into account the classroom the school the community and the culture of the children. Techniques for developing and modifying instructional methods materials and the environment to help children learn are evident. |  |
|  |  |  |  |  |  |
| 4.5  Learner centeredness | Instruction features teacher-centered strategies such as lecture, presentation, or blackboard work. | Instruction includes strategies that place children at the center of the learning, such as teamwork and collaborative activities. | Teacher identifies and designs instruction appropriate to the child’s stage of development, learning styles, strengths, and needs. Strategies are identified that make the subject material meaningful to children on an individual basis. | Teacher designs instruction appropriate to the child’s stage of development, learning styles, strengths, and needs. Strategies are identified that make the subject material meaningful to children on an individual basis and that address a variety of learning styles and encourage children to pursue tier interests. Children are encouraged to connect their learning to their personal goals. |  |
|  |  |  |  |  |  |

**Rubric for the National Professional standards for Teachers in Pakistan**

**Standard 5: Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 5.1  Linked to learning outcomes | Formal and informal assessment is conducted in a general way not clearly linked to learning outcomes or instruction. | Formal assessment is linked to planned learning outcomes, and a variety of appropriate assessment strategies are used. Informal assessment is still general in nature. | Formal and informal assessment by a variety of strategies is clearly linked to proposed learning outcomes. Assessment is fully integrated into both planning and classroom activities in order to achieve ILOs. | Assessment is inked to planned learning outcomes and a range of strategies is used effectively o assess learning. Assessment is integrated into teaching and learning and guided by the belief that children’s learning outcomes are the basis for growth and development and are opportunities for learning for both the children and the teacher. |  |
|  |  |  |  |  |  |
| 5.2  Formative assessment | Occasionally checks for understanding of the whole class in general, but does not use this awareness to change teaching or reinforce learning. | Conduct formative assessment through continuous checking for understanding throughout the lesson. Uses standard assessment tools for the whole group to ensure that all children are learning progressively, and attempts to modify teaching as a result. | Plans and conduct formative assessment through continuous checking for understanding. Uses a variety of teaching strategies to assess how children are earning what they know what they are able to do, and what kids of learning experiences will support further growth and development. Modifies teaching based on assessment data. | Plans and conduct a variety of formative assessment measures using teaching strategies that provide opportunities for continuous checking for understanding and uses these to change teaching and reinforce learning during the lesson. Sets and modifies appropriate teaching and learning objectives. |  |
|  |  |  |  |  |  |
| 5.3 Summative assessment | Assessment of child’s learning is conducted in a traditional test-taking manner, with very little opportunity for children to display a variety of strengths and knowledge | Assessment of child’s progress involves a variety of fair and objective assessment tools, which provide an opportunity for children to display a variety of strengths and knowledge. | Assessment of child’s learning and progress involves a variety of fair and objective assessment tools, including self-made tools (based on theoretical knowledge and classroom experience) that provide an opportunity for children to showcase a variety of strengths and knowledge. | Assessment of child’s learning and progress involves a variety of fair and objective assessment tools, including self-made tools (based on theoretical knowledge and classroom experience) that provide an opportunity for children to display a variety of strengths and knowledge. Accurately documents each child’s progress and reports assessment data to parents and professional staff. |  |
|  |  |  |  |  |  |
| 5.4 Providing feedback | Provides basic feedback to children in a general way within class and on written work. | Provides children with in-class feedback that is sometimes specific and constructive, written feedback is also starting to become constructive and specific | Provides consistently specific and constrictive feedback to children within class and on written work. | Provides children with consistently specific and constructive feedback. Coaches children to engage in objective self-assessment and monitor their progress toward achieving personal goals. |  |
|  |  |  |  |  |  |

**Rubric for the National Professional standards for Teachers in Pakistan**

**Standard 6: Learning Environment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 6.1 Relationships and participation | Teacher has a professional relationship with the children in the class as a whole. Positive relationships among children and some participation by children are promoted within the learning environment. | Teacher has a positive, professional, and nurturing relationship with each child. Independent and collaborative participation and cooperation are promoted within the learning environment. Teacher uses various strategies to encourage participation by children. | Teacher has a positive, professional, and nurturing relationship with each child. Independent and collaborative participation and cooperation are promoted within the learning environment. Teacher uses various strategies to encourage participation by children. Children are encouraged to promote each other’s learning and participation. | Teacher has a positive, professional, and nurturing relationship with each child. Teacher’s effective listening skills and encouragement create independent, collaborative, and varied participation and cooperation within the learning environment. Children are encouraged to promote each other’s learning and recognize the importance of peer relationships in creating a climate of learning. |  |
|  |  |  |  |  |  |
| 6.2 Classroom management | Teacher can describe the strategies of effective classroom management in theory. Attempts to manage the classroom using a discipline plan provided. | Teacher has knowledge of effective classroom management and discipline plans as well as the school discipline policy and cooperating teacher management plan. Attempts to use positive methods to maintain appropriate standards of behavior. | Teacher has developed a positive and effective classroom management plan that uses various strategies to create a sage learning environment for all children. | Effective positive management of the learning space is created through collaborative effort between the children and the teacher. Various management strategies are used. |  |
|  |  |  |  |  |  |
| 6.3  Use of instructional time | Teacher tries to engage children throughout the lesson. Significant amount of teaching and learning time is sometimes lost while transitioning between activities organizing the class and materials, and checking behavior. | Teacher has started developing lessons with well-paced, engaging activities in order to use instructional time productively. Routines are starting to develop. | Employs effective lesson planning and effective use of time and pacing within activities. Well-developed routines lead to efficient use of classroom hours most of the time. | Teachers has established routines and collaboratively set expectations with children, and they are engaged in learning almost all of the time. These routines contribute to a sage and secure classroom environment and maximum use of instructional time. |  |
|  |  |  |  |  |  |
| 6.4 Involving children in decisions about learning | Knows that involving children in making decisions about learning is important, but does not incorporate student input into teaching. | Occasionally asks children to make a choice in relation to a learning activity, but such activities are limited to non-consequential learning. | Occasionally asks children to make a choice in relation to a learning activity, but such activities are limited to non-consequential learning. | A positive earning environment is created through encouragement of children’s involvement in choices about the approach, content, pace and goals of learning. |  |
|  |  |  |  |  |  |
| 6.5 Collaborative learning | Sometimes organizes children in small groups but activities are not designed to promote collaborative learning. | Organizes children in small groups ad attempts to structure the activity so that they work together, but this is not evident in their work. | Organizes children in small groups to engage in learning activities that reflect some elements of collaborative learning which are evident in children’s products. Explicitly teaches collaboration skills, and children demonstrate awareness of them. | Organizes children in small groups to engage in activities that clearly reflect all elements of collaborative learning. |  |
|  |  |  |  |  |  |

**Rubric for the National Professional standards for Teachers in Pakistan**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 7.1 Communication skills | Uses of verbal and written communication to explain tasks and communicate with children. The communication is for the most part reasonably clear and is always teacher led. | Use verbal, non-verbal communication in the teaching process. The communication is clear and concise and is mostly teacher led. | Use verbal, non-verbal communication in the teaching process. The communication is clear and concise. Responds appropriately to children’s questions and fosters culturally sensitive communication with and between the children. | Communication clearly in a variety of ways, and actively encourages child led communication and discussion. Models effective communication strategies and questioning techniques and encourages children to use questions to simulate critical thinking. |  |
|  |  |  |  |  |  |
| 7.2  Language proficiency | Is fluent in both Urdu and the local language and can communicate simple ideas in English | Is fluent in both Urdu and the local language and can converse in English. | Is fluent in both Urdu and the local language and can teach in English. | Is fluent in both Urdu and the local language and can teach in English. Can communicate by writing reading and speaking at least two languages. |  |
|  |  |  |  |  |  |
| 7.2  Language proficiency | Is fluent in both Sindhi and Urdu and can communicate simple ideas in English. | Is fluent in both Urdu and Sindhi and can converse in English. | Is fluent in both Urdu and Sindhi and can teach in English. | Is fluent in both Urdu and Sindhi and can teach in English. Can communicate by writing reading and speaking at least two languages. |  |
| 7.3  Information communication technology (ICT) | Has computer skills and can use common ICT resources and equipment. | Implements pre-designed activities with children that involve common ICT resources and equipment. | Selects ICT resources and equipment, designs and implement activities that use them to enrich children’s learning. | Generates ICT resources; uses them to design and implement activities in different subjects that enrich children’s learning. |  |
|  |  |  |  |  |  |

**Rubric for the National Professional standards for Teachers in Pakistan**

**Standard 8: Collaborations and Partnerships**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 8.1  Parent involvement | Knows the role of parents in their children’s education and understands the importance of communication between school and home. | Attempts to create opportunities to meet with parents to discuss children’s learning. If possible, attends parent-teacher meetings. Recognizes role that parents play in children’s education and engages parents through homework activities or written-communication. | Has routine meetings with parents to discuss children’s learning achievements ad difficulties. Uses different approaches to collaborate effectively with parents, professional and community members. | Regularly creates and supports opportunities for parents to visit school and become engaged in their children’s learning. Is concerned about all aspects of children’s well-being and is willing to work with families to improve the learning environment for the children. |  |
|  |  |  |  |  |  |
| 8.2  Greater community involvement | Is starting to become aware of resources within the school and the greater community that can be used to improve ad enrich children’s learning | Can identify a variety of resources within the school and the wider community to enhance lessons and projects and occasionally uses them to enhance learning. | Can identify a variety of resources within the school and the wider community to enhance lessons and projects and is able to explain how each could be used to improve and enrich children’s learning. Knows how to utilize partnerships in the community to contribute to children’s learning. | Regularly uses resource in the wider community appropriately to improve and enrich children’s learning. Establishes respectful and productive partnerships with diverse families, educators and others in the community to support children’s well-being. |  |
|  |  |  |  |  |  |

**Rubric for the National Professional standards for Teachers in Pakistan**

**Standard 9: Continuous professional development and code of conduct**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 9.1  Self-reflection | Uses standard reflection opportunities and responds to questions about own teaching. | Reflects on teaching and learning with supervisor ad is willing to try out ideas and advice provided. Understands that teaching and learning are ongoing processes. | Leads or prompts discussions on own teaching and learning in a reflective way and is committed to refining practice to address the needs of the children. | Is committed own teaching and learning practice that need refining in order to address the needs of all of the children. Considers education research and methods of inquiry as a means for continuous assessment self-assessment and development. |  |
|  |  |  |  |  |  |
| 9.2 Professional development | Has started to develop a portfolio to illustrate ongoing learning and development as a teacher. Collaborates with colleagues to improve teaching practice and is committed to demonstrating professional ethics. | Portfolio developments is used to illustrate ability to meet the NPSTP. Identifies types of opportunities that teachers have for professional development. | Portfolio developments is used to illustrate ability to meet the NPSTP, to describe and set won goals for professional development and to give examples of how he/she is meeting those goals. Identifies types of opportunities such as professional educational organizations that teachers have for professional development. | Is able to develop a portfolio that describes goals for professional development provides example of what he/she has done to achieve those goals and offers continuous reflection on the impact of his/her teaching and learning. Conducts action research to improve practice and support professional development of colleagues. |  |
|  |  |  |  |  |  |

**Rubric for the National Professional standards for Teachers in Pakistan**

**Standard 10: Teaching of English as a second/foreign language**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Justification of level selection** |
| 10.1  Proficiency in English | Correctly uses common greetings and range of common phrases in conversations in English. | Is a proficient user of spoken English in a variety of social settings. | Is a proficient user of spoken English for a wide variety of social and academic purposes. | Is a proficient user of written and spoken English for a wide variety of social and academic purposes |  |
|  |  |  |  |  |  |
| 10.2  Second language acquisition | Able to discuss second language acquisition based on won experience. | Able to discuss second language acquisition based on own experience and to explain in general terms concepts and theories related to second language acquisition. | Explains in detail concepts and theories related to second language acquisition, and is beginning to design instruction based on these theories and concepts. | Explains in detail concepts and theories related to second language acquisition, design instruction based on these theories and concepts and can discuss the connection between theory concepts and practice. |  |
|  |  |  |  |  |  |
| 10.3  Instructional design | Designs instruction but content and/or methods are not matched to students’ language proficiency. | Designs instruction that is matched to some student’s language proficiency. | Designs and differentiates instruction that is well matched to the language proficiency of most students. | Designs and differentiates instruction that is well matched terms of content and method to language proficiency of all students. |  |
|  |  |  |  |  |  |