ORGANISATION OF AMERICAN STATES

HEMISPHERIC PROJECT

RESPONSES TO THE CHALLENGE OF IMPROVING THE QUALITY OF RECRUITMENT AND SELECTION, INITIAL FORMATION, PROFESSIONAL DEVELOPMENT AND EVALUATION OF TEACHERS IN COUNTRIES OF THE HEMISPHERE

A HARMONIZED POLICY FRAMEWORK FOR TEACHER EDUCATION IN THE CARIBBEAN

Dr. Paula Mark, Project Consultant, Ms. Raymonde Joseph and Dr. Cheryl Remy, Project Experts.

June 2005

REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION

Message from Senator, the Honourable Hazel Manning
Minister of Education

The Ministry of Education is pleased and honoured to have been able to coordinate this project for the countries of the Americas. This project came at a time when the struggle to professionalize teaching was at its peak. It has defined a strategic focus for teacher education and development for all our countries.

Although the role and function of the teacher has changed, it still remains central to the issue of effective schooling. Thus, education reform must be directed at teacher education if it is to achieve quality education for our students.

The document presented is made up of five documents prepared by the Consultant in collaboration with Regional Experts in the field of teacher education, representatives from the University of the West Indies, the Teachers Colleges, Community Colleges and National Coordinators from countries of the Caribbean.

I applaud the work done by all these stakeholders and ask all of you to read these documents and give feedback to allow us to continue the process that will ensure that all our teachers are trained to deliver a quality education to all our children.

I would like to take this opportunity to offer my sincere gratitude to the Director of the OAS/GS in Trinidad, Dr. Campbell and his assistant Marina Piper who have worked with the Project Coordinator, Dr. Marva Ribeiro to advise on the preparation of reports, the budget, the preparation of meetings and seminars and other general support required to manage this project in twenty-six countries of the Americas. Sincere thanks also go out to Paloma Adams-Allen of the IACD/OAS who kept strict vigil over the project to ensure its successful coordination.

I feel confident that this project will continue to lead the way in the reform of teacher education in the hemisphere.

Sincerely,

Hazel Manning

ORGANISATION OF AMERICAN STATES TEACHER EDUCATION HEMISPHERIC PROJECT

Project Title:
Responses to the challenge of improving the quality of recruitment and selection, initial formation, professional development and evaluation of teachers in countries of the hemisphere.

Hemispheric Coordinator of the OAS Teacher Education Project:
Ministry Of Education, Trinidad and Tobago.

Project Coordinator:
Dr. Marva Ribeiro, International Cooperation Initiatives Unit (UICI), Ministry Of Education, Trinidad and Tobago.

Sub-Regional Coordinator:
Ms. Genevieve E. Simbhoo, International Cooperation Initiatives Unit (UICI) Ministry Of Education, Trinidad and Tobago.

Consultant:
Dr. Paula Mark

Experts:
Ms. Raymonde Joseph
Dr. Cheryl Remy

National Coordinators:
Antigua and Barbuda – Ms. Patricia Hill-Benn
Barbados – Mr. Glenroy Cumberbatch
Belize – Mrs. Shannon Solis
Dominica – Mr. Arundell Thomas
Grenada – Mrs. Frances Ruffin
Guyana – Ms. Donna Chapman
Jamaica – Dr. Phylicia Marshall
Monsterrat – Ms. Kathleen L. Greenaway
St. Kitts and Nevis – Dr. Ruth Thomas
St. Vincent and the Grenadines – Mrs. Deborah Bacchus
Suriname – Mrs. Linda Rozenblad-Sairras
Trinidad and Tobago - Dr. Ival Melville-Myers   Ms. Beular Mitchell (2006)

Workshop Participants:
Antigua – Ms. Cynthia Lucilla Crump-Hanley, Ministry of Education
            Ms. Patricia Julia Benn, Antigua State College
Bahamas – Dr. Ruth Sumner, College of the Bahamas
Barbados – Mr. Anthony Griffith and Ms. Barbara Angela Parris
Belize – Shanon Antoinette Gillett-Solis
Guyana – Ms. Genevieve Whyte-Nedd; Ms. Deborah Thomas
México – Mr. Juan C. Medina Campos
Montserrat – Mr. Paul Payne

St. Lucia – Ms. Fortuna Anthony-Husbands; Ms. Justine Nigale Serieux-Burt; Martina Augustin and Dr. Henry Hinds
St. Vincent and the Grenadines – Ms. Deborah M. F. Bacchus
The United States of America/ Trinidad – Ms. Lydia Naimool Jones
Trinidad – Hazel Ann Gibbs Depeza; Martin Jones; Ms. Patricia Maria Bissessar

Technical Support – International Cooperation Initiatives Unit (UICI)
Dr. Marva Ribeiro
Ms. Genevieve E. Simbhoo(2005)
Mr. Sheldon Akai
Ms. Sonja Sahadeo
Ms. Cynaka Thomas

TABLE OF CONTENTS

APPENDIX 1 TABLES AND FIGURES

PREFACE

This booklet documents the results of the activities that resulted in the development of a harmonized teacher education policy framework for the countries of the Caribbean Community (CARICOM) in the four areas targeted by the Hemispheric Project on Teacher Education. The project is funded by the Organisation of American States and coordinated by the Ministry of Education, Trinidad and Tobago. It has its genesis in the Third Ministerial Meeting of Ministers of Education in the Americas which took place in Mexico. 2003.

The exercise of decision-making on Teacher Education policy for the Caribbean has come at a time when most of the countries are engaged in some aspect of reform activity in the education sector, as they seek to achieve the goals of the Education For All initiative, and as they struggle with issues of quality, equity and the ever increasing financial costs of sustaining the school system. The importance of the formal education sector in the overall development of society justifies its demands on the public purse, but this justification is undermined by perceptions of ineffectiveness, wastage and the sub-standard outcomes of schooling. These observations implicate TEACHER EDUCATION. The attempt to harmonize policy related to the recruitment and selection of teachers, in-service and pre-service teacher education, and teacher evaluation and certification, afforded the opportunity to look at these areas critically in light of these observations, and to propose solutions which address their implications and so contribute to the enhancement of the quality and effectiveness of schooling.

Deliberations on the policies and proposals outlined herein should be guided by these critical questions:

1. What are the expectations re outcomes from the school system?
2. What part do teachers and teacher educators play in the achievement of these outcomes?

The project output was informed by a survey of the status of teacher education in the member countries and the outputs from workshops on best practices, policy and standards. Workshop participants were practicing teacher educators and Ministry of Education officers from the member countries. A team of consultants comprising Dr. Cheryl Remy, Ms. Raymonde Joseph, Dr. Samuel Lochan and Dr. Paula Mark worked on the development of the document.

The suggestions and recommendations that are expressed in this harmonized policy framework are based on best-practices in teacher education. They provide the direction for teacher education institutions and agencies to develop mission goals that are in keeping with the vision for teacher education that has been shaped by the teacher educators across the region.

P. Mark
Sub-regional Consultant
Ministry of Education
Port of Spain, Trinidad and Tobago
June 30, 2005

SECTION 1

INTRODUCTION

Background

One of the outputs of the first year of the OAS project *Responses to the challenge of improving the quality of recruitment and selection, initial formation, professional development and evaluation of teachers in countries of the hemisphere*, is policy development. In particular the following targets were specified:

➢ Policy for teacher education
➢ Framework for teacher education programs
➢ Recruitment and selection policies

There were a number of activities geared to facilitating the attainment of these targets. In the Caribbean sub-region among the major activities in this regard were two workshops held in November/December 2004. Teacher educators and Ministry of Education officers with responsibility for teacher education came together in Port of Spain, Trinidad, to identify best practices and to develop competencies and professional standards that would form the basis of a harmonized policy for teacher education in the sub-region. A follow- up 2-day workshop was held in The Bahamas in April 2005 to complete the validation of these outputs. A second major activity was the completion of the on-line questionnaire which was intended to facilitate the development of the Status of Teacher Education country reports. These reports had originally been intended to inform the workshop activities, however the poor response to this initiative frustrated this intention. The outputs from the workshops represent the fruits of shared experiences, discussion and dialogue among teacher education professionals in the effort to provide a framework for policies to improve the quality of recruitment and selection, initial formation, professional development and evaluation of teachers in Caribbean States.

Key concepts / Terms

Teacher Education

Teacher Education is concisely defined as that component of the education system which encompasses all activities that relate to and support the professional development and growth of teachers throughout their careers.

Recruitment

The term "Recruitment" is used to refer to the process of selection for employment in the teaching service, i.e recruitment into professional practice, and it is also used to refer to selection for pre-service/initial training. There is need therefore to clarify and distinguish/ differentiate between these two career development points. In most other professions, persons are recruited into professional practice on the basis of evidence of initial training. In education, however, and in the Caribbean sub-region in particular, the practice varies. In some jurisdictions recruitment into the teaching service at any level, is not contingent upon evidence of professional qualifications for teaching; in some others, it is required for one level, usually the primary level, but not for other levels. In order to remove the ambiguity, the term recruitment will be used to mean the process of selection for employment in the teaching service, i.e. selection for professional practice. Recruitment should be considered a process stage in one's teaching career, which should begin with attraction to teaching and selection into a pre-service programme of initial formation/preparation leading to initial professional qualifications.

Selection

Selection entails the process of applying prescribed criteria in order to determine candidates' suitability for training or for employment.

Pre-service/ Initial Formation
The process designed to prepare candidates for classroom responsibilities, the outcomes of which should enable them to function successfully at the entry/beginning level of teaching competence. This should be a pre-requisite for recruitment into professional practice. It should be noted however, that currently in some countries in the region, the initial professional education experience may occur long after recruitment into service, i.e. recruitment precedes initial formation[1]

In-service Continuing Education / Professional Development
These terms refer to any Post-initial formation process that targets the development or enhancement of school/classroom competence of teachers and/or administrators. It operates on several levels. At the micro level, individuals map out and follow a growth plan; at the institutional level, one school or a cluster of schools engage in staff development activities as part of school improvement plans; and at the system or macro level which targets system-wide initiatives.

The Context
The Following are the participating countries on the Caribbean Sub-region:
- Barbados
- Belize
- Guyana
- Jamaica
- The Bahamas
- Trinidad and Tobago
- Organization of Eastern Caribbean States – Anguilla, Antigua/ Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, St. Lucia, St. Kitts/Nevis, St. Vincent and the Grenadines.
- Suriname

With the exception of the British Virgin Islands, all countries are member states in the Caribbean Community (CARICOM).

Rationale
The current initiatives in teacher education are timely and necessary in light of developments at the regional and international levels, as well as developing trends in the practice of the discipline.
1. International, hemispheric and regional developments in the socio-political and economic spheres are dictating the need for a re-examination of the societal institutions in the countries of the sub-region. In particular, the Education sector is undergoing some aspect of reform in virtually all the countries in the effort to fulfill the mandate of the Education for All initiative, and as they prepare for the full implementation of the Caribbean Single Market and Economy (CSME). This protocol allows for the free movement of persons, services and goods within the member states of the Caribbean Community. These CSME provisions for have implications for individual member states in terms of standards and accreditation of their various education and training programmes.
In addition, the depletion of the teaching force through emigration has necessitated that some countries import teaching professionals from other countries as short-term measures. Implementation of the Free Trade Agreement of the Americas (FTAA) could also have implications

---

[1]Teachers are recruited mainly on the basis of academic qualifications Primary level teachers must attend Teachers College after at least two years of service; In some cases secondary level teachers have no such stipulation.

for the movement of skilled personnel within this geographic context. In light of these developments the Harmonization of policies for the certification of teachers and the accreditation of teacher education programmes is therefore critically significant, not only to facilitate teachers' access to the CSME provisions within the sub-region, but also to provide a common framework of standards for assessing the teaching qualifications of persons coming from education systems outside the sub-region.

2. At the Regional Meeting on Education for All in the Americas in 2000, the countries of the Caribbean were signatories to the adaptation of a Regional Plan of Action in which the commitment to the Education for All initiative was renewed. The following excerpt from the report of this meting outlines the proposed actions relevant to teacher education.

Professional Enhancement of teachers

Considering that:

Teachers occupy an irreplaceable position in transforming education, in changing teaching practices within the classroom, in the use of teaching and technological resources, in facilitating relevant and quality learning, and in the development of student values;

The value that society attributes to teachers is associated with the improvement of their performance and their working and living conditions;

The progressive incorporation of information and communication technologies into society requires that these subjects be included in initial and in-service teacher training;

Rural schools and those serving at-risk populations require teachers with higher quality academic training and human relations skills,

The countries pledge to:
- *Offer teachers high quality academic training that is linked to research and the ability to produce innovations and that prepares them for carrying out their duties in diverse social, economic, cultural and technological contexts;*
- *Establish teacher career policies that*
  -permit them to improve their living and working conditions,
  -stimulate the profession and provide incentives for talented young people to enter it,
  -create incentives for teachers to pursue high levels of pedagogical and academic training,
  -develop skills to accompany and facilitate lifelong learning,
  -increase commitments with the community
- *Implement systems for assessing teacher performance and for measuring the quality and levels of achievement in the profession, following basic standards agreed upon by teachers' unions and other organizations;*
- *Establish normative frameworks and education policy in order to incorporate teachers into the management of changes in the education system and to encourage teamwork within the school.*
  (Education for All in the Americas: Regional Framework of Action pg. 16/17)

The Plan of Action admits to the centrality of teacher quality to the attainment of educational goals, and tacitly hints at a correspondence between teachers' performance and the quality of their working and living conditions and the perceived value placed on them by society. The need for High quality academic and pedagogical programmes, the need to attract and retain "talented young persons"; the need to 'professionalize" teaching and the need to implement systems of teaching performance management for assessing quality and standards are among the critical needs addressed by the harmonized policy framework for teacher education in the region.

3. Internationally there is a growing body of knowledge about teaching and learning that is the result of the documentation of best practices. Programmes of initial formation as well as in-service programmes are being designed using evidence-based practice as their targeted outcomes. The identification of best practices has inherent value since it relies on empirically derived information. This in turn requires an attitude of inquiry on the part of teachers and teacher educators, which ultimately has implications for the formation process. A focus on evidence-based practice will enhance teacher education in the sub-region and will influence a change in perspective on learning

to teach from that of the transmission of prescribed knowledge and acquisition of a set of skills and strategies, the transmission or teaching-as-craft or teaching-as-labour approaches, to one that appreciates that teaching requires personal response to varying and unpredictable demands of the school and classroom environment through reflection and informed decision-making, the professional or teaching-as-art approach. (Wise, A.E., Darling-Hammond, L., McLaughlin, M.W., & Bernstein, H.T; 1984)

Teacher Education in the Caribbean Sub-Region:
Current policies and practices

Although the Caribbean sub-region is comprised of a number of distinct educational contexts, the English-speaking countries which comprise the majority of the countries in the Caribbean Community (CARICOM), share a common history with education systems rooted in similar practices and policies that were the hallmarks of the British colonial system. In most countries, despite expressions of concern over the "quality of education" and the need to "professionalize" teaching, concerns and issues related to teachers are addressed mainly from the governance perspective of supply, wages and terms and conditions of service, rather than from the functional perspective of the professional development of the teacher. A case in point, the OECS has outlined a comprehensive strategic plan for reforming education in those countries. (Foundation for the future: OECS Reform Strategy) One of the stated objectives of the plan is to improve the quality of education by upgrading the status of the teaching profession and improving the terms and conditions of service of teachers. Six strategies are named, however, there is no explicit mention of improving the quality of teacher education programmes, the quality of teaching, or the quality of the teacher educators, all of which relate directly to teacher development. In general terms, programmes of training for teachers for the different levels and areas of specialization in the education system have been, and in many cases are still being managed by different agencies and governed by different policies and regulations (Miller, 1999).

The agencies involved in providing initial and continuing teacher education are at the University, Community College, and Teachers College levels. Unlike the Universities and the Community Colleges, the Teacher's Colleges where they exist, (Barbados, Guyana, Jamaica, Trinidad and Tobago[2]) are not classified as tertiary level institutions. In the OECS countries, the Teachers College has been incorporated into the Community College. The initial professional qualification awarded by these institutions varies. The Teaching Certificate and the Teaching Diploma are awarded by the Teachers Colleges. The Community College awards the Associate Degree and the Universities award the undergraduate (Bachelor in Education) degree.

The establishment of Joint Boards bringing all agencies with interests in teachers and/or teaching e.g. Teachers organizations, together in collaborative effort to manage programmes is a recent reality in most jurisdictions. In most countries, The Ministry of Education is the agency responsible for recruitment into the teaching service. In some countries, there is increasing involvement by private sector agencies that offer courses for teachers in conjunction with foreign universities. These are for the most part, continuing education or post-initial/inservice courses. In some countries, these private agencies have membership on the Joint Boards.

Despite the efforts at reforms of various kinds among the individual countries[3], and the efforts at collaboration among the various agencies, Teacher Education in the Caribbean sub-region has not evolved much from its colonial beginnings. It is best described as an amorphous array of programmes and policies that reflect its development over the years. It lacks the coherence that underlies a holistic comprehensive systemic identity, thereby confirming the view held by many that reforms in Teacher Education in Third World Countries are hindered by the legacy of colonial pasts (Leavitt,1992). Policy is driven by governance issues related to supply and retention of teachers and

---

[2] Valsayn and Corinth Teachers Colleges were incorporated into the University of Trinidad and Tobago in September 2006.
[3] See e.g. Miller, Teacher Development in the Caribbean 1999 OERU.

by accountability issues related to student/school performance on external examinations. The professional perspective, i.e. teacher growth and development, lacks visibility.

Teacher Education in the Caribbean Sub-Region: Desired directions

Philosophical Orientation

The shift to teacher development as the professional perspective requires:
  (1) An explicit understanding of the purposes to be served by it, in other words, why is a focus on teacher development desirable?
  (2) A re-examination of the philosophical orientation of teacher education curriculum and the particular approaches that are implicit in the various programmes.

A focus on teacher development serves many purposes. The service dimension of Teacher Education as an input element in the education system demarcates Teacher development as the nucleus of the educating process in the schools. Teacher Education drives the education system and directly determines the quality of its outcomes. John Goodlad (1994) has outlined a fourfold mission for teacher education. This mission confers on teacher education responsibility for:

1. Education of citizens to uphold and strive towards the nation's democratic ideals
2. Education of individuals to transcend narcissism and ignorance
3. Nurturing pedagogy
4. Stewardship of schools

Implicit in this mission is the notion of service to society and country, to the "clients" and to the profession. Also implied in this statement is the need for a clear explication of the common purpose and expected outcomes of schools as institutions of society.

The mission of Teacher Education as defined above also provides the framework for examining the process dimension of Teacher Education. The Teacher Education curriculum, its programmes and modes of delivery, and its regulating policies and practices, should all be reviewed in order to determine the extent to which this mission is being served, and the extent to which the achievement of expected outcomes is being facilitated. This review exercise can be facilitated by looking at Teacher Education within the confines of an organizing framework.

An Organizing Framework for Teacher Education

The first and most salient requirement in the process of establishing an organizing framework for Teacher Education in the context of the Caribbean sub-region is to define conceptually its place, role and function as an integrated, but integrally managed component of the education systems of member states. Even in those states where there is some semblance of cohesion at the level of governance there is still the absence of a conceptual framework within which teacher development is organized. The sphere of operation of Teacher Education is, in functional terms, the system of activities and procedures by which the professional development of the teacher is organized, managed, monitored and sustained, within a definitive policy framework.

The Dimensions of Teacher Education

The term "Teacher Education" can connote one of three interrelated dimensions, namely the process, the service, or the discipline/ field of educational study. (See Figure 1 in Appendix 1.)

Teacher Education as process

Teacher as a process refers to the complement of practices that comprise the management, organization, and delivery of programmes and activities related to the initial preparation and continuing development of classroom/school practitioners for fulfilling their professional roles in the educational process.

Teacher Education as Service

Teacher education's core business is teacher development. The initial preparation and continuing development of teachers defines one aspect of Teacher Education's service function. Teaching is a form of national/social service. Teacher Education sustains the teaching service, in terms of the quality and the quantity of teachers, to meet the challenges of teacher supply and demand in the school system. Performance evaluation of teachers is also an aspect of teacher education's service function, as it provides the mechanism for quality assurance and accountability in the teaching service. It is also the mainstay of the teacher development process.

Teacher Education as a Discipline/Field of Study

Over the course of the last half century teacher education has evolved from Cinderella status as an area of study, into a well respected area of specialization within the field of educational studies in institutions of higher education. It is informed by a growing body of knowledge about teaching and learning, resulting from robust academic inquiry.

These characteristic dimensions confer on Teacher Education a peculiar complexity that is rooted in the socio-cultural, political and economic realities of particular educational contexts, and which therefore is necessarily reflective of, subject to, and affected by changes in these realities. It has a systemic coherence of its own, with distinguishable inputs, processes and outputs, while at the same time being a critical input factor in the education system. Therefore Teacher Education should be perceived comprehensively as an integrated open system with an integrity that is evident in a peculiar set of input, process and outcome components. At the same time, it can be defined as a sub-system of and input factor in the wider education system. It is a system within a system. Figure 2 in Appendix 1 illustrates these interrelations.

In the context of nursery, primary and secondary levels of schooling, the Teacher Education system is the prime source for the supply of persons with the relevant competencies required for fulfilling the mission of the schools, hence its critical place as an input factor in the school system. Input factors include the competencies of the prospective teachers as well as those of the teacher educators. Infrastructure elements such as library and media facilities, technological support and the philosophical orientation of the curriculum are also input elements. All these input elements work together to delimit the potential of the curriculum. The curriculum and the delivery of its related programmes, including the learning experiences of the participants in the institution's classrooms and in the real world of the school and classroom, define specifically the process component of teacher education. The quality of these experiences essentially determines the quality of the graduates of the programmes, who constitute the output component. Systematic procedures for assessing Teaching performance within a framework of acceptable standards can provide feedback for monitoring strengths and deficiencies in the various sub-components.

Teacher Education as process should not be construed as merely a semantic replacement term for "teacher training". It denotes a particular conceptual perspective on learning to teach that is qualitatively different from the mechanistic, transmission model which is characteristic of conventional "teacher training." The particular perspective of "Teacher Education" as process is to develop persons into reflective teaching specialists/professionals who are capable of self-renewal and who can adapt to ever-changing and unpredictable school/classroom contexts. This approach requires systemic mapping of and support for the professional development of the teacher beginning with attracting desirable prospective candidates into initial preparation and continuing throughout their careers as classroom practitioners. The design and the delivery of teacher education programmes therefore must be qualitatively and fundamentally different from that of traditional teacher training programmes.

The Professional Stages in Teacher Development

The professional development of the teacher is the primary function of teacher education. This development should be envisaged as a progressive set of process stages that begins with programmes to attract desirable persons to a career in teaching and ends with retirement from the teaching service. Figure 3 in Appendix 1 shows the stages of teacher development and the key

activities associated with each stage. The traditional pre-service and in-service stages are broken down into their constituent process activities.

The Pre-Service Stage
Attraction

The pre-service stage begins with the process of attracting desirable persons to careers in teaching, through deliberate career guidance activities in the secondary schools, community colleges, the universities and other tertiary level institutions. This may be extended to include the identification of a core of subjects relevant to each of these institutions which would constitute a "teaching track." This pro-active approach to teacher supply will help to change the popular perception of teaching as a "stepping stone" career. It will also help to demystify what teaching entails, thereby enabling individuals' informed decision-making with respect to choosing a career. Ideally, responsibility for this should fall to a teachers' professional body, however, no such group exists for teaching. The groups that are officially recognized for representing teachers are the Teachers' Unions and various associations of subject teachers, principals and administrators none of which actively promote teaching as a career option. Additionally, and paradoxically, teachers are known to exert negative influences on those desiring to become teachers. It is not unusual that the "bright" and high achieving students are steered away from a career in teaching into other "real" professions. This leaves those responsible for the education of teachers, i.e. the teacher educators, and the governing agencies mainly the Ministries of Education, to carry out the task.

Preparation/Initial Formation

The second level of the pre-service, the Preparation stage, ideally should be of five (5) years duration. This stage begins with selection into a three (3) year programme of initial formation, which provides the initial professional training for prospective teachers. The student participates in a program of learning experiences designed to provide the prospective teacher with opportunities to acquire the appropriate knowledge and skills in content area disciplines and in critical pedagogy, and to develop professional attitudes and values. On successful completion of this phase of preparation the student can be awarded a provisional teaching certificate. In the 4th year of the preparation programme, the prospective teachers will have internship rotations in different schools under the combined guidance and supervision of specially trained classroom teachers and programme instructors.

The interns should spend four (4) days per week in their assigned schools. They should be required to attend a weekly seminar during this period of internship. The 5th year is a probation year, in which the student teachers will be assigned to schools for the entire school year, at the end of which their teaching performance will be assessed and certified. **This certification would qualify the intern for licensing as a Teaching Specialist and recruitment into the Teaching Service as a Classroom Practitioner at the beginning or novice level of competence.**

The preferred academic level of the programme of preparation is the Baccalaureate or undergraduate level. The Bachelor of Education (B. Ed.) or the equivalent combination of Undergraduate academic qualification and initial Professional qualification should be the required qualification for entry into the teaching service at any level of the system. This will necessitate a review of the current required qualifications for entry into the teaching service in most countries of the sub-region. The upgrade will enhance the status of teaching and bring the requirements for entry into Teaching in line with those of the other service Professions, such as Nursing[4], Medicine, and Law. Some countries are already considering this move.

In general terms, certification is the domain of the institution that has responsibility for the programme of initial formation. Recruitment into the teaching service is the domain of the

---

[4] The Regional Nursing Body under CARICOM/ COSHOD in 1999 mandated the B.Sc N as the entry qualification requirement to practice as a beginning Registered Nurse. Medicine requires the MBBS and Law the LLB.

employer, which in the particular context of the Caribbean sub-region is the state. For governance purposes, teachers employed by private agencies are not usually considered as members of the teaching service. Criteria for recruitment into the teaching service at any level should include evidence of successful completion of an accredited pre-service programme.

The In-Service Stage
Retention

Recruitment marks the beginning of the third or retention stage of teacher development. This is the period of active professional service or the in-service stage. It is in this in-service stage that the need for re-visioning is most urgent. In the present circumstances, a teacher who is recruited at 20 years of age is likely to spend some thirty-five to forty years in active service, depending on the mandatory retirement age. The prospects for promotion within the classroom are virtually non-existent. There is a tacit understanding and policy that to move up as a teacher is to move out of the classroom. Most of the education systems in the sub-region do not have any mechanisms in their reward structure to facilitate the advancement of those teachers who prefer to remain in the classroom. The perspective of systemic teacher development that is proposed enables this situation to be addressed. Applying aspects of Berliner's model (Berliner,1995, Pp 46-52) of the development of instructional expertise and Leithwood's model (Leithwood,1992, pp 90-91) of the development of professional expertise at this stage allows for the establishment of levels of classroom performance. Table 1 in Appendix 1 outlines these levels and some of the corresponding performance characteristics. This model could be used to begin the dialogue about ways in which teachers could be encouraged and rewarded for remaining in the classroom.

Retirement

The fourth stage is that of retirement, which generally means that those practitioners who remain in the teaching service until the mandatory age for retirement, are summarily removed from active duty. This mandatory age ranges from fifty five (55) years to sixty (60) years. The recent move to universal secondary education in some jurisdictions, and the acute problem of teacher migration in others, has led to the practice of re-hiring retirees on restricted terms and conditions of service, to meet the shortfall in teacher supply. From the perspective of governance, there are very cogent reasons for maintaining the current mandatory retirement age. These reasons are usually economic in nature, since the majority of teachers are employees of the state, and salaries can account for as much as eighty per cent of the national budget allocation for education. However, from the perspective of the teaching profession, retirement from the teaching service should not mean retirement from the profession, especially if the mandatory retirement age is as early as fifty five (55) years.

A wealth of collective experience exists among the retired teacher population which should not be allowed to lie fallow, or to be lost altogether from the profession. This rich source of hands-on experience and context-specific knowledge about teaching and learning should, and can, be harnessed to nurture and support the younger members of the profession. Retired practitioners can be recruited as field officers to provide clinical support for teachers in general, but particularly for beginning teachers. Research has shown that the principal reason advanced by teachers who have left teaching within five years of service is the lack of clinical support. (Donaldson, 2005) Assisting with the induction of beginning members is a professional service that should be encouraged among the more experienced members of the profession.

A second critical area of need which can be addressed by the recruitment of retired teachers is that of quality assurance. Efficient mechanisms for teaching quality control at the macro-level of the Ministry of Education require personnel who are sufficiently knowledgeable about classroom and school dynamics, and who have first hand experience as classroom practitioners. The evaluation of teaching performance should not be entrusted to persons outside this area of expertise, since the quality assurance process relies on valid assessments and decisions about teaching competence, and indeed the basis on which the teacher development process at the in-service level rests.

Career Paths

Teaching has been described universally as a "flat" profession, primarily because the prevailing governing structure leaves very little room for upward mobility within the classroom. The perception of the teaching service that restricts its membership to teachers and school administrators is another reason for this view of the teaching profession. This has been a disincentive to professional development initiatives by individuals, and in the absence of efficient quality control mechanisms, has contributed in large measure to the perception both within and outside the profession, that teaching is not a "real" profession. This issue presents one of the major challenges in the effort to "professionalize" teaching, enhance its status and make it more attractive as a career of choice.

Establishment of definitive career paths in teaching can address all at once the issues related to quality assurance, the system-wide maintenance of acceptable standards of teaching performance, the ethos of professionalism in schools and in the system as a whole, the lack of a support structure for the professional growth of classroom practitioner, as well as the negative perception of teaching as a career and profession. The following list identifies four (4) broad categories along which career paths are possible within the teaching service:

1. Classroom Practitioner
2. Teacher Education
3. Administration and Leadership
4. Para-professional

The Classroom Practitioner Path

The category of Classroom Practitioner allows the individual to remain in the classroom but at different levels of assessed competence, starting with recruitment at the novice level. A teacher evaluation system which comprises both formative and summative processes should function as the main vehicle for assessing teaching competence. Formative evaluation of the individual teacher should be school-based. Coordinated and facilitated by the Principal/administration, a system of "teacher helping teacher" activities can support the growth needs of teachers incrementally. Summative evaluation on a periodic basis in a three to five year cycle should be the responsibility of the employer, i.e. the Ministry of Education or its agent. This is the preferred model, as there is the view that annual assessments are too frequent and deny the reality that teachers need room to grow. (e.g. Duke, 1993) . This evaluation should be comprehensive, and should include as part of the assessment, the reports of formative evaluations and a documented record of the teacher's professional development activities over the period, as well as assessments (three to five) of classroom teaching at the end of the Summative cycle. Successful attainment of acceptable levels of teaching performance should provide the basis for promotion to the next level.

Using the five levels of instructional expertise proposed by Berliner (Berliner, 1995) with a five year cycle for promotion, and adequate remuneration for service, an individual can remain in the classroom and enjoy both the intrinsic and the tangible rewards of career advancement. Individuals at the proficient and expert levels can with relevant training and compensation, function in-house as Peer Coaches, Seminar leaders or Learning Team Leaders, as part of the school's support structure for professional growth. The school's professional ethos stands to be enhanced with the more dynamic and visible effects of collaboration and cooperation on the school's core business, among the teachers and administrators, which the 'teacher helping teacher' approach encourages. In addition, the formative and summative evaluation processes will together provide the means by which acceptable standards of teaching performance can be maintained. This will address both accountability and growth/development dimensions of quality assurance.

The Teacher Education Path

The Teacher Education career path is an option that is open to persons who have reached the proficient and expert levels, and who have interest in working with teachers but want to

maintain contact with the school environment. With adequate and relevant training, specialist functions such as that of Clinical Supervisor, Clinical Instructor, or Lecturer, in institutions that provide professional programmes for teachers, and Curriculum Officers, offer this opportunity.

The Administration and leadership Path

The Administration and leadership path can be pursued after attaining the competence level. Options include positions such as that of School Principal, School Vice Principal; Head of Department, and Human Resource Officer (Education). Training in Leadership and/or Management should be a requirement for these positions.

The Paraprofessional Path

Included in this category are the various specialists who provide professional support services to schools. Testing/Assessment officers, Education Researchers, School Psychologists, School Counselors, Guidance officers, School Social Workers fall in this category.

These four career paths make possible a tired structure for classroom teaching, while at the same time providing avenues for shifting from classroom teaching into other areas of functioning within the school system. The latter should not be possible before the individual has attained the assessed level of competent teacher.

Teacher Educators

Teacher Educators have a critical role and function in the education system. They are directly responsible for delivering the programme of initial preparation and for nurturing the professional development of the teacher in in-service programmes. They therefore influence the quality of the education process in the schools significantly. Eligibility for the role of Teacher Educator must include evidence of adequate and appropriate training as a principal requirement.

Teacher Education across the Caribbean has suffered from the failure to recognize and acknowledge this simple yet profound truth, which is that the quality chain begins and ends with the teacher educators. The quality of the teacher educators impacts on the quality of the teachers, which in turn impacts on the quality of the students who graduate from the schools. Poor quality Teacher Education is at the root of the problems re quality in/of the educational process. Good quality Teacher Education is the key factor in the solution of quality-related problems in education. The requirements for eligibility to teach in a teacher education programme, whether at the community or Teacher's College or at the University, in most countries of the Caribbean do not include any form of specialist training in teacher education practice.

Adult learning theory, theories of teaching, techniques of Clinical Supervision, Analysis of teaching performance, Classroom observation techniques, interpersonal and communication skills, Models and approaches to Teacher Education, and other related areas of focus, should form the core of the programmes for preparing teacher educators. These programmes should be delivered at the Masters level.

Teacher Education as a knowledge domain is among the most dynamic areas in the academy. The knowledge generated by research into such areas as teacher learning, critical pedagogy, effective teaching, and other related phenomena is providing an ever-increasing data base on which the curriculum for the academic training of the teacher educator can be kept at the cutting-edge.

The systemic approach to teacher education identifies teacher educators as input factors to the process. Teacher education competence is to Teacher Education what teacher competence is to classroom teaching. Re-vision of Caribbean Teacher Education therefore must include as high priority, policy revision re Teacher Educators. Upgrading the entry requirements for the teaching service dictates that the criteria for selecting teacher educators must be upgraded.   Understandably, this will present an enormous challenge to most jurisdictions, given the current practice. Nevertheless, if countries are in earnest about enhancing quality in the system, and in achieving increased levels of return on expenditure in the education sector this heretofore neglected factor must be given prominence and urgent attention.

Challenges to Embracing the Vision for
Teacher Education in the Caribbean

The vision for teacher education that is outlined above seeks to bring teacher education in the CARICOM states in line with best-practices internationally. At the same time mindful of the contextual realities that define the systems across the region, several factors can be identified as posing potential challenges to realizing this vision.

1. The fundamental questions re purpose of schools and the role of the educating process in the society are the basis of decisions re the role and function of Teacher Educators and Teachers. These should be the starting point of the review of Teacher Education policy.

2. Reviewing and updating existing policy to reflect a coherent teacher education system may present difficulties re legal issues, since education systems are governed by Acts of Parliament and would require Parliamentary approval for changes. This could take a long time to be accomplished.

3. Upgrading teaching to a graduate profession as implied in the proposed requirement of a Bachelor level qualification has implications for the academic level of staff in teacher education programmes in some institutions.

4. Upgrading the academic requirement for eligibility as a Teacher Educator to Masters level qualification with adequate grounding in teacher education practice has implications for availability of and accessibility to relevant programmes in the region.

5. The redefinition of a vision and mission for Teacher Education will entail a considerable amount of consensus building among the stakeholders. This could be a long drawn-out process.

6. The establishment of career paths, particularly the Classroom Practitioner path has industrial relations implications. The Teachers Unions will have to be consulted and a remuneration/reward package would have to be determined.

7. Performance evaluation as a quality control mechanism could prove difficult to sell to the Teachers Unions. They would have to be convinced of the emphasis on Professional growth and development as the driving factor.

SECTION 3
POLICY GUIDELINES FOR
RECRUITMENT AND SELECTION

Introduction

Perceptions of teaching as a worthwhile and "real" profession have always been challenged by the use of teaching as a stepping stone to other professions, a reality that is is reflected in the reference to teaching as the "revolving door" to the other professions. The utilitarian approach to teaching as a career has been\influenced no doubt by the policies governing recruitment and selection into the teaching service. In many of the countries in the Caribbean, the academic qualifications required for recruitment into service are pitched at minimal levels in order to maintain the supply of teachers for the schools. Professional qualifications are not required in a number of systems. This practice encourages the mis-perceptions and myths about the nature and demands of teaching. The changing nature of Caribbean societies and the realities of modern life necessitate a deliberate and decisive policy change with respect to bringing in to the profession persons who are academically and professionally well prepared to meet the challenges of the modern classroom and school populations. More importantly, the role of the school and its educating process as the agent to transform the society is very different from its traditional transmission function. As developing societies in this post-colonial independence era, Caribbean countries need the schools to advance their development initiatives. Teachers therefore, are critical to nation building as they are in the vanguard of the development of the country's human resource. There is need for policy change with respect to the recruitment and selection of teachers for the schools so as to reflect the significance of their role in the society. The practice of placing persons without adequate preparation in schools and in the Teachers Colleges is inimical to the development process. There is need to aggressively pursue, attract and retain the best and the brightest minds for the teaching service so that quality education becomes a reality in the region.

In order to enhance the status of teaching in countries of the region, some fundamental shifts in perception and beliefs about the nature of teaching are necessary. The "bright person" myth which is based on the notion that anyone with just knowledge of subject matter can teach effectively has influenced the practice of recruiting into the teaching service persons who have not been exposed to the principles of pedagogy and the related principles from the disciplines that under gird professional practice.(Miller, E. 1999). In the absence of a "formation" experience, it is left up to the teacher to infer his role and professional identity, a situation that minimizes the need for commitment to service and legitimizes the notion that teaching is just a job. In this age of information, easy access to factual information has rendered this belief invalid. As Caribbean societies experience social and cultural transformations, the complex nature of teaching must be acknowledged, as must be the significance of having in our schools and classrooms persons who can recognize and respond effectively to the demands imposed on students by the challenges of poverty, disease and social circumstance, and who are willing advocates for social justice for children and youth. Policies on recruitment and selection must reflect this imperative.

Research within the discipline of teacher education has produced understandings related to learning how to teach, teacher thinking, teacher learning, assessing beginning teacher competence (Muhlenbeck, A. Verloop, N. Beijaard, D. 2002), which can inform the effort to effectively prepare teachers of quality and allow the shift to more demanding criteria for entry level into the teaching service.

Recruitment and selection goals

The following are proposed as the goals for a policy on recruitment and selection of prospective and practicing teachers.

1. To recruit into the teaching service persons who have demonstrated high levels of academic and professional competence and who manifest the core values for the profession of teaching.
2. To attract into the teaching profession persons with a genuine desire for classroom teaching and/or related teaching career activities and a manifested commitment to teaching as a career and as social service.
3. To raise the standard of teacher education through the application of rigid selection criteria for entry into initial formation and into the teaching service.
4. To support the professional mission of teacher education, which is:
   - Education of citizens to uphold and strive towards the nation's democratic ideals
   - Education of individuals to transcend narcissism and ignorance
   - Nurturing pedagogy
   - Stewardship of schools

Recruitment and selection into the teaching profession

The expressed desire to professionalize teaching and to enhance the quality of education that is offered in schools throughout the Caribbean region requires a specific perspective on recruitment that is different from what is being practiced in some countries. The distinction must be made, on the basis of preparedness for professional practice, between the two points of entry that currently operate. The proposed requirement of evidence of successful completion of an accredited program of initial preparation as a criterion of eligibility for professional practice places the point of entry into professional practice at the time of selection into the teaching service. This is to be clearly and distinctly differentiated from the point of entry into the teaching profession, which is at the time of selection into the program of initial preparation. In keeping with the practice of other professional groups, student-teachers should be considered as neophytes of the profession whose growth and development can be nurtured with the support of the more experienced members of the profession. The involvement of classroom teachers as mentors, cooperating teachers and teacher leaders in programs of initial preparation reflects this, but there must be a quality assurance mechanism built in to this practice. Practitioners who perform in these roles should be adequately prepared to function effectively.

The following lists the essential elements of a revised policy framework for recruitment into the profession and into professional practice.

1. A policy framework for recruitment and selection into the teaching service must form part of a wider comprehensive rationalized Teacher Education System. The competencies of the persons entering the teaching service and those entering the programmes of initial teacher preparation influence the quality of the outcomes of both these areas of activity. Similarly, the competencies of the persons who deliver teacher education programmes affect the quality of the outcomes of these programmes.

2. Recruitment into the teaching service via selection for professional practice must be contingent upon the successful completion of an accredited programme of initial preparation. This programme must graduate professionals at the Baccalaureate level.

3. Selection into the teaching profession begins with meeting the criteria for selection into a programme of initial preparation. The academic level of this programme must be pitched at the undergraduate (Baccalaureate) level. The program should aim at providing a liberal education, with knowledge and skill acquisition in content areas, professional studies, and practical teaching, and which is grounded in the real world of the school and classroom.

4.   Criteria for selection into a programme of initial preparation should include the matriculation requirements for entry into the institution delivering the programme, an interview, evidence of a commitment to teaching as a career, and to working with children.

5.   There should be an aggressive recruitment mechanism that targets desirable persons from across the range of secondary and tertiary level institutions. Mature persons wishing to enter the teaching service as a career change should also be accommodated within the programme of initial preparation. Career guidance programmes targeting secondary school students and students in tertiary level institutions can serve to shape thinking re teaching as a life-long career by providing accurate information about its various aspects.

6.   Criteria for selection into the teaching service should be rigid and based on professional standards. They should also include a personality profile, a health profile, and a psychological profile of the prospective practitioner.

7.   The minimum academic qualification for entry into professional teaching should be the Bachelor of Education or the equivalent combination of academic and professional qualifications from an accredited program/institution.

8.   The selection process for entry into initial preparation should be the responsibility of the Teacher Education institution, and should include an interview by a panel that comprises Teacher Educators and Ministry of Education officers.

9.   Practitioners in service in the schools should be included in the programme of initial preparation by being given the opportunity to function as mentors/coaches and co-operating teachers to the student-teachers. This involvement should be considered valid professional development activity since it denotes the contribution of the individual practitioner to the development of the profession. This affords the classroom practitioner the opportunity to keep abreast of developments related to teaching and learning and has the potential to enhance the currency of the methods and strategies employed in the schools.

10.   The selection process for recruitment into professional service should be the responsibility of a professional group that includes school administrators. This process should be thorough without being unduly emotionally stressful for the applicant.

11.   Performance on a written test, demonstration of teaching competence and a professional portfolio should be a requirement for the selection process for professional practice. The applicants should also be interviewed by a panel comprising teacher educators, school administrators/school board members, and representatives of parent and community groups, such as Parent Teacher Associations and Village/ community Councils.

12.   Successful recruits should be licensed for professional practice by a local authority. This license should be renewed on the basis of evidence of professional development activity and growth in competence over a prescribed period of not less than three but not more than five years.

13.   A common regional licensing process that includes a common written examination and a practicum is desirable, and would facilitate the assessment of credentials of practitioners wishing to move within and outside of the region. It would also provide a basis for licensing persons from outside the region. This examination should be developed and administered by an independent agency.

14.   Selection criteria for teacher educators should be upgraded and revised to include evidence of adequate and relevant specialist training in Teacher Education at the Masters Level.

Criteria for Selection into a Pre-Service Programme
of Teacher Preparation

Selection for participation in a program of initial preparation for teaching should be based on the following criteria.

General criteria for selection:

- Minimum academic qualification: passes at general proficiency levels 1, 11, or 111 in at least 5 subjects, including English Language, Mathematics and one science or Technical subject.
- Additional academic qualifications: Advanced level, Undergraduate degree (no Ed.)
- Character reference
- Psychological/personality profiles/Medical report
- Successful performance on written test of verbal, mathematical and reasoning ability
- Successful interview

Criteria for Recruitment into Professional Service

Eligibility for recruitment into the teaching service as a Beginning Teacher should be based on the following general criteria:

Minimum Academic Qualifications:

- Undergraduate degree with/in Education or the equivalent from an accredited program/institution.

Additional Qualifications:

- Major /concentration in two content areas (secondary) or basic education curriculum (primary) / ECCE
- Teaching Portfolio
- Successful Interview
- Teaching Performance Assessment
- Evidence of community /social service involvement with children and /or youth
- Character references / police record
- Psychological/medical profile

Competency Profile of the Ideal Teacher

This profile of the ideal Caribbean teacher was generated by participants at the Workshop on Standards and Competencies which was held in November/December, 2004, using the CARICOM'S Ideal Caribbean Person as its framework.

1.   <u>KNOWLEDGE</u>

The ideal teacher demonstrates:
- an understanding of Educational Research and how it informs practice
- understanding of how to apply educational research to the school situation
- an understanding of Information and Communication Technology
- application of Psychological concepts and principles to educational practice
- understanding of the Principles of Planning, Evaluation and assessment
- Relevant School Curricula
- Principles of effective Pedagogy
- Knowledge of the Role of Education in Development

- ▪ Roles and Responsibilities of the Teacher
- ▪ Content of their discipline

2. <u>SKILLS</u>

   The ideal teacher demonstrates a high level of skill in the following areas:
   - ▪ Literacy (Mathematical, Verbal, Written, Information,)
   - ▪ Communication
   - ▪ Questioning techniques
   - ▪ Research/ inquiry
   - ▪ Interpersonal Relations
   - ▪ Critical Thinking / creative thinking
   - ▪ Problem-solving
   - ▪ Classroom Management
   - ▪ Motivation techniques
   - ▪ Crisis Management/Conflict Management
   - ▪ Pedagogy
   - ▪ Leadership
   - ▪ Reflection on/in Practice

3. <u>ATTITUDES</u>

   The ideal teacher demonstrates the following positive attitudes:
   - • Willingness to work collaboratively with others
   - • Willingness to adhere to school policies
   - • Respect for self and others
   - • Love of country and civic pride
   - • Appreciation of Aesthetics
   - • Enthusiasm for and interest in teaching
   - • Awareness of the importance of community partnerships
   - • Appreciation of Teaching as a Profession
   - • Keen sense of acceptable/appropriate values
   - • Commitment to lifelong learning
   - • Respect for diversity (religious, cultural, gender etc)
   - • High self confidence/self esteem
   - • Empathy for students and others
   - • Willingness to Innovate/ try new approaches and strategies
   - • Genuine love of students

4. <u>PROFESSIONAL CONDUCT</u>

   The ideal teacher:
   - • Has good work ethics
   - • Is committed
   - • Is responsible
   - • Is respectful
   - • Is adaptable and flexible
   - • Is a team player

Table 2 in Appendix 1 outlines desirable competencies for ECCE, Primary and Secondary levels at the different points of recruitment which were generated by groups at the Workshop on Standards and Competencies in November/December 2004.

Challenges to recruitment and selection

The shift in the perspective on recruitment for the teaching profession and on selection for professional service will present a number of challenges to the existing situation for many if not all of the countries in the Caribbean sub-region. The stimulus for change however must come from the opportunity to address the issues re quality of the educating experience provided by schools which these proposals afford. Research evidence points to the link between teacher quality as indicated by level of teaching competence on the achievement of targeted learning outcomes in students. (Darling-Hammond, L. 2000; Barnell, B., 2002; Bracey, G. W. and Molnar, A. 2003; Buchberger et al. 2000; ETS Issue Paper, 2004; Wenglinsky, H.) By focusing attention on the issues related to the efficient organization and management of teacher education and by putting in place the necessary regulatory policies and practices that pertain to the quality of persons who enter the teaching service, there is much to be gained in the effort to achieve higher levels of quality and an enhanced social yield in the returns on expenditures in the education sector. Some of the anticipated challenges are outlined.

1. The upgrade of the academic qualification for entry requirements into the teaching service to the Bachelor level could present difficulties initially for those countries with problems of teacher supply. Also in those countries with fragmented and multiple agencies that are responsible for teacher preparation programmes, the challenge will lie in consolidating all these programmes into a more efficient governance structure.

2. The upgrading of the teacher educators to deliver the programmes is likely to present another major challenge for some countries, both in terms of the financial implications and supply of personnel. The critical importance of having teacher educators of quality deliver the programmes of initial teacher formation is sufficiently compelling so as to stimulate creative and collaborative problem-solving strategies among the countries of the region.

3. Another significant result of upgrading the entry requirement is the implication for the upgrade of facilities and the technological support to enable more contemporary approaches to the delivery of the curriculum.

4. The marketing of teaching as a noble profession and a worthwhile career option via an aggressive career education/information programme will require a dedicated cadre of persons. At present there is no recognized group of professionals either at local or regional levels with a declared commitment to advocacy for teaching and/or teacher education. There is a need for such a group, especially and particularly if the professionalizing agenda for the teaching service across the region is to be advanced. There should be a regional body, with affiliates at local level, to advise on, monitor and direct teacher education initiatives from the professional perspective.

5. The identification of subjects for the teaching track in the secondary school will require the cooperation of the schools, and will require some marketing among the beneficiaries in order to gain currency.

6. The development, organization and management of a common licensing examination for all countries will require consensus, coordination and funding. There is precedent in the region for such a development in the experience of the Nursing

profession, which since 1993 has a common examination for Nurse Registration that is administered by the Regional Nursing Body.

SECTION 4
POLICY GUIDELINES FOR
PRE-SERVICE TEACHER EDUCATION

The Context

Most territories in the region have not had a history of pre-service teacher preparation. In the early years of the history of education the main requirement for entry into the teaching service was a strong primary school leaving certificate. As education opportunities expanded and the system of secondary school education improved, access to secondary education increased. Secondary school examination certificates became the minimum requirement for entry into the teaching service. For example minimum entry requirements (academic qualifications) for the teaching service for most countries are as follows:

Primary level

Caribbean Secondary Examination Certificate with at least 5 subjects at General Proficiency levels 1, 11, or 111, including English Language, and Mathematics. Some countries e.g. Trinidad and Tobago require at least one Science subject. A teacher with a degree at the primary level is considered a luxury and in many countries persons with degrees are not remunerated for this qualification.

Secondary Level

General Certificate of Education Advanced ('A') Level passes in the teaching subject; in certain subject areas for example typing, Technical College or Community College certificates are accepted in place of 'A' Levels. Since the improvement of access to tertiary level education, persons with degrees in relevant subject areas are selected in preference to persons with 'A' Levels.

Traditionally therefore, most persons entering the teaching service have no professional qualifications i.e. they are untrained. Many teachers receive initial professional education only after they have entered the service. This system is in sharp contrast to what obtains in other countries, for example, the United States and Great Britain where teachers are hired only after they have received formal initial preparation for teaching. In the Caribbean context therefore, Initial formation of teachers includes both the pre-service and the in-service preparation of teachers who are already recruited but have received no formal preparation.

There have been vast improvements to the system of teacher preparation in Caribbean. Some of these innovations and developments according to Miller (1999) are:

- 'Upgrading the academic and professional standing' initial teacher preparation programmes. This is evident in the policy decisions of several Governments to 'move to a fully trained graduate teaching force' by the end of the first decade of the twenty-first century. The policy decision to upgrade initial teacher preparation program to degree level in the Bahamas is further evidence of this. Other examples consistent with this policy are the decision of several colleges to offer degree programs, namely the University College of Belize, Mico and Shortwood Colleges in Jamaica and Sir Arthur Lewis Community College in St. Lucia.

- Changing pedagogical practices in the training of teachers to student centered approaches. Examples of programmes which reflect this change are the DFID project for training primary teachers in the Eastern Caribbean, the European Union sponsored teacher training project for secondary teachers in the OECS countries and the ROSE project in Jamaica.

- Expansion of the modalities of delivery of teacher training to include distance education and school based approaches. Examples of this development include delivery of formal

teacher training using the distance modality in Belize and Guyana, the training of Secondary teachers under the LOME III Tertiary Education project in the OECS, and the EDF[5]/UWI[6]/OECS[7] Secondary Teacher Training Program. (*p.12, Miller, 1999*)

Another improvement in the delivery is the improved access to Information and Computer Technologies (ICT). Indeed the use of ICT is an integral part of newer teacher preparation projects for example the Centres of Excellence Teacher Training project for the improvement of reading ability from grades 1-3, which is presently being executed in colleges in Jamaica, Belize, some OECS countries, Guyana, and Trinidad and Tobago.

Traditionally, initial Teacher Preparation in OECS Countries has been delivered in teachers' Colleges which are members of the Joint Board of Teacher Education for the Eastern Caribbean (ECJBTE). The office of the ECJBTE is located at the School of Education, University of the West Indies, Cave Hill. The ECJBTE coordinates the activities of the local teacher training colleges in OECS countries and Barbados, undertaking such functions as curriculum review and renewal, Examinations and accreditation, policy and standards. The University of the West Indies certifies the programme. The Jamaica Joint Board of Teacher Education has similar functions that of the Eastern Caribbean and coordinates the activities of 10 Teachers Colleges in Jamaica. In Guyana the delivery of Teacher preparation programs is the responsibility of the Cyril Potter College of Education and University of Guyana.   In Trinidad and Tobago, Initial Teacher preparation for primary level teachers is the responsibility of the Valsayn and Corinth Teachers Colleges. Secondary level teachers receive initial training from the UWI, and the John Donaldson technical Institute. The Caribbean Union College, which is privately run also offers initial Teacher preparation. In the Bahamas the main responsibility for the initial preparation of teachers belongs to the College of the Bahamas. In Belize Teacher preparation is the purview of the University College of Belize.

Essential Content for Pre-Service Programmes

In modern Caribbean society a number of factors have an impact on the classroom. These include:

- *Societal Factors* such as increased violence among youth, the rapid rise of the number of persons infected with HIV/AIDS, the drug trade and its effect on family structures, and the erosion of traditional values and norms.
- *The dominance of Information and Communication Technologies* (ICT) has altered the way in and the rate at which knowledge is developed and transmitted and the consequent development of a knowledge culture. In terms of the speed with which information is transmitted and communication takes place the world as we know it has become 'small'.
- In some systems Site-Based Management has created a new school environment within which the new teacher has to operate. New skills will be necessary for the teacher to function in this environment.
- *The reality of Globalization* has affected and continues to affect economies and family and societal structures within member states.

The programme of study for the initial formation of the teacher should include awareness of these factors among the intended learning outcomes.

The Importance of Mentoring to the Induction Process

As has been repeatedly stated, teacher development proceeds in a series of distinct phases. Notwithstanding the various descriptions of these stages, it is commonly believed that novice

---

[5] European Development Fund
[6] University of the West Indies
[7] Organization of Eastern Caribbean States

teachers have lower level concerns (such a those related to self and the mechanics of classroom management). These lower level concerns must be resolved before higher level concerns such as student well-being and achievement emerge. Given the right kind of support teachers generally progress through a relatively predictable sequence. Among the interventions which facilitate progress along the teacher development stages, one key intervention is "systematic induction support that includes a variety of components, especially the ongoing support of a well-prepared mentor who uses effective mentoring approaches" (Odell and Huling, 2000). Mentoring therefore is "the establishment of a personal relationship for the purpose of professional instruction and guidance." (Eric Digest #7. 1986)

Odell and Huling contend that the "core of teacher development is a combination of teaching experience and those day to day interactions which prompt reflection and refinement of practice" (p.). The role of the mentor therefore, is vitally important and requires specialized preparation of the mentor and significant time commitments on his/her part. Mentors should possess

- Knowledge of the beginning teacher's needs as they progress developmentally as a professional
- Good interpersonal skills
- Knowledge of adult education principles (Kajs et al.)

It is against this theoretical background that the establishment of a strong mentoring system to support the progress of the novice teacher is recommended.

Pre-Service Teacher Preparation

To take account of the developmental nature of teacher proficiency and the peculiar characteristics and challenges which beginning teachers face, a phased approach to pre-service teacher preparation over a period of five years is proposed. The proposed model integrates a high level of accountability, with points of assessment which enable the teacher to move from one phase to another and eventually to become a fully licensed and certified teacher. Table 3 shows the parameters of this model.

Table 3: PRE-SERVICE TEACHER PREPARATION MODEL

PHASES OF PREPARATION	DURATION	LOCATION	WHO IS RESPONSIBLE
I Initial Formation Program	3 years	Teacher Preparation Institution/School	Institution
GRADUATION (Certified as having successfully completed program of study)			
II Internship	1 year	School/Institution	Institution
III Probation	1year	School	Licensing Authority
LICENSURE AND REGISTRATION (certified for professional practice)			

The Pre-Service Programme

In keeping with

world-wide trends in Teacher education a Pre-service Teacher Preparation Program should be standards-driven. For the purposes of this paper an outline of standards is proposed for each level of teacher preparation

Philosophical Framework for Pre-service Teacher Preparation

A programme of initial teacher preparation should develop professionals who are reflective practitioners with the ability to build on students' prior knowledge, life experiences and interests thus enabling **all** students to learn and be empowered to become responsible and productive citizens of their country, the region and the world. This should be achieved in an environment which promotes inquiry, creative thinking and critical thinking and allows for positive student/student and student/teacher interaction.

In a world which is dominated by developing and more sophisticated Information and Communication technologies (ICT), the program of initial teacher preparation must prepare professionals who are proficient in the responsible use of ICT for personal and instructional purposes.

Given the numerous societal problems such as violence, poverty, the HIV/AIDS epidemic, the program must prepare students who have an awareness of these problems and the impact which they have on the classroom. Graduates of the program must develop knowledge of the systems which are set up to deal with these issues and familiarization with the processes of referral. In order to cope with these issues, the program must prepare practitioners who are empathetic and caring, and who will develop in their students an attitude of tolerance. Conflict resolution is an important skill which must also be developed.

The Initial Formation of the teacher should develop an understanding of the place. role, and function of the teacher in the society, and foster commitment to service to the nation and the principles of social justice. While the program should promote the development of national pride, it should also develop a regional identity and graduates of the program should develop knowledge of the structure and operation of regional institutions and the issues which arise as we move towards closer regional integration.

We live in increasingly 'globalized' environments which affect our economies and social and cultural structures. Graduates must develop skills which help them deliver quality and equitable instruction in such an environment.

Research in the area of teacher learning and the development of pedagogical expertise indicates that teacher expertise develops in stages (Berliner 1995; Leithwood 1998). Teacher development therefore occurs in a continuum which takes place throughout the professional life-span of the teacher. Graduates of teacher preparation programmes must therefore develop positive attitudes towards lifelong learning, and the ability to operate within learning communities in order to foster the continuous professional development which is desirable.

Guiding Principles for the development of the teacher Preparation Program

The following principles underpin the initial preparation program.
- The program is standards driven
- The phased approach of the program arises from the belief that pedagogical competence develops over time, in clearly defined stages.
- The development of expertise must take place in a supportive environment. This is particularly true for novice teachers where lower level concerns must be addressed before higher level skills emerge.
- The most potent learning experiences for developing teachers takes place in the classroom. Thus a major characteristic of the proposed program is the centrality of classroom based experiences throughout the entire pre-service preparation period.

Some general statements about the proposed programme

Notwithstanding the fact that for many Caribbean territories pre-service preparation as used in international circles is not traditionally typical of Caribbean teacher preparation systems, the emerging policy shift towards the upgrading of teacher education programs, as well as the need to project towards future justifies the focus on pre-service teacher preparation in the proposed program. The desirability of a shift towards pre-service teacher preparation has been articulated by Education policy makers at various times. This general move towards upgrading of teacher preparation programs also justifies the proposal that the end certification of the proposed pre-service teacher preparation program should be at the degree level. It is recognized that before the proposed goals are realized provisions for a transition period must be put in place.

The proposed program is not intended to be 'one size fit all'. Countries will have peculiarities which must be addressed in any teacher preparation program. The areas of content selected are sufficiently general to cater to the individual needs of countries.

Competency Profile of the Beginning Teacher

The competency profile of the beginning teacher is expressed as statements of standards and their indicators in the four domains of teaching performance. For the purposes of this paper, a standard is a statement of what teachers should know and be able to do. The domains for the standards are modifications of proposals arising from the initial OAS Hemispheric Teacher Education Project workshop which took place in Trinidad in November, 2004. Some of the performance statements were drawn from the St. Kitts Teacher Appraisal Scheme and the Professional Education Personnel Evaluation Program of Alabama.

In general, standards may serve the following purposes:
- Selection of Candidates into programs
- Guidelines for Certification
- Monitoring of Teacher Performance
- Making decisions about the content of Teacher preparation programs

The standards for the primary and secondary level were adapted from the output of the initial OAS Hemispheric Teacher Education project workshop held in November 2004. The choice of standards was also informed by other existing standards coming out of a number of education jurisdictions.

The Standards presented in this document represent the initial step in the process of the development of standards for the sub-region. Much discussion is necessary to arrive at a generic set of standards for pre-service teacher preparation for the region. This discussion must involve all stakeholders for example teacher educators, Teachers Unions, Ministry of Education Officials, Principals' Associations, Parent/Teacher organizations and Student teachers. A Sample of standards for the Primary and Secondary levels is provided in Table 4 in Appendix 1.

Figure 4: ORGANIZATION OF THE PROPOSED STANDARDS
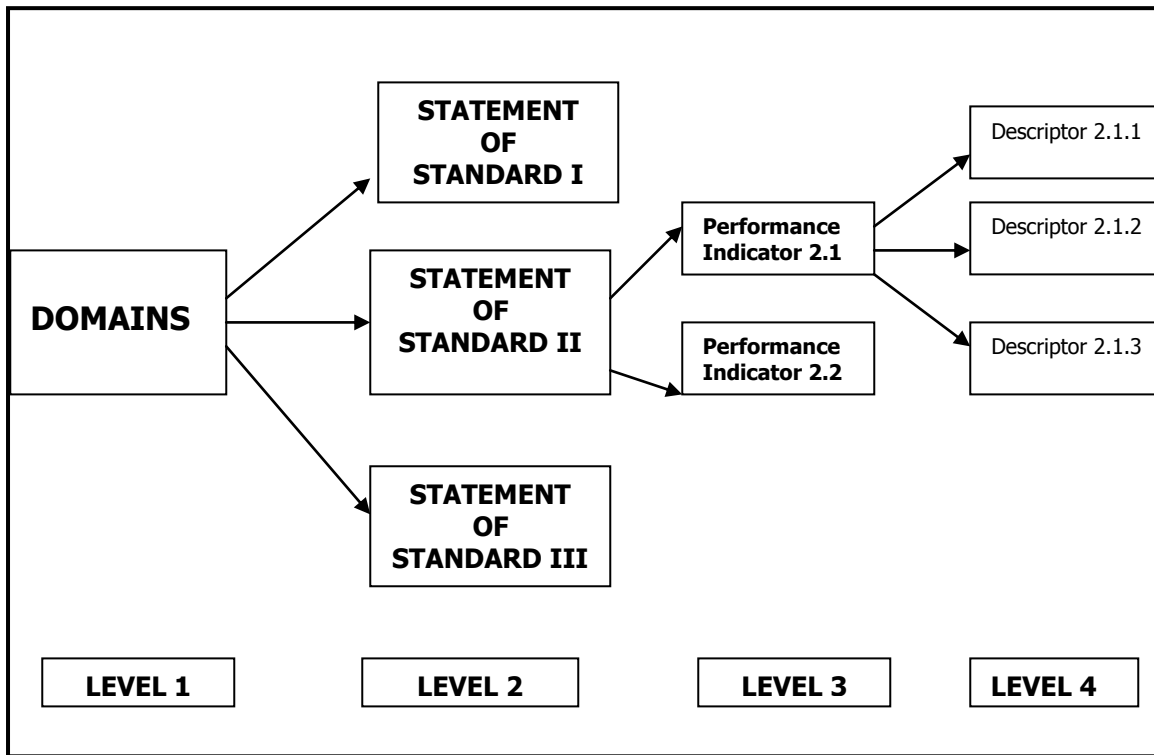
Standards For Ecce

Conceptual Framework

The conceptual framework for the development of standards for the pre-service training of Early Childhood Educators Emphasizes the following

- ECCE extends from birth to age eight and includes the transition into the lower primary level.
- In the child's formative years the focus should be on nurturing the development of social skills, attitudes to learning and the holistic development of the child.
- ECCE requires an enabling, stimulating, nurturing and supportive learning environment.
- It should encourage the development of creativity, enquiry, and development of multiple intelligences.
- It should utilize multi-sensory, integrated, child centered approaches which allow for a) the development of healthy self concepts, b)self confidence and self esteem, c) a willingness to participate in the learning process.
- ECCE encourages partnerships between and among parents, teachers and community members.

The domains for the standards are as follows:

A. Core knowledge of ECCE
B. Child Growth and Development
C. Foundations of education and learning in ECCE environments
D. Curriculum and learning experiences
E. The learning environment
F. Family, Culture and the Community
G. Professionalism

Table 5 in Appendix 1 presents a sample of Domains and Standards for the pre-service preparation of early Childhood educators.

Elements of A Core Curriculum for Pre-Service Teacher Preparation

❖ **General Knowledge**

The knowledge base of all teachers should include basic principles in the following:

1. Language and Communication
2. Physical and Biological Science
3. Mathematics
4. Social Science
5. The Arts
6. The Humanities

❖ **Content area Knowledge**

All teachers should have substantial knowledge in the content areas relevant to their level of teaching.

The expectation that the primary level teacher should be knowledgeable and competent in all the subjects on the primary school curriculum is a challenge to this requirement. It is strongly recommended, that the generalist perspective for primary level teaching is revisited and that the more efficient practice of specialized teaching at the lower and upper levels of the primary school becomes the norm.

❖ **Professional knowledge**

All teachers should be able to promote student learning. The Beginning Teacher should know what to do and how to facilitate the learning process. All teachers regardless of level of teaching should be able to:

- promote language and content literacy.
- design and manage a safe learning environment.
- assess learning outcomes and the achievement of content standards.
- apply knowledge of sociological and psychological principles in the management of learning.

❖ **Teaching Methodology**

All teachers should master the essential principles of effective teaching. Field experiences that are grounded in the real-world of the classroom and school should be an integral and defining characteristic of the teacher preparation programme throughout its duration.

❖ **Internship**

The beginning teacher is expected to be able to plan for, direct, and facilitate learning in students. The equivalent of one year of supervised internship in school settings should be required of all student-teachers. This internship will facilitate the development of the level of competence and confidence required of beginning teachers as they assume full responsibility for the management of the learning environment.

The Teacher Preparation Program

PHASE I – INITIAL FORMATION (Years 1-3)

Guided by the assumption that the entry qualification for professional practice is at the Baccalaureate level, the following program structure for the initial formation programme is proposed. The duration of the programme at minimum, is the equivalent of 36 months (3 calendar years) or 6 15-week semesters of full-time enrolment.

Core Courses (General Groupings)

- Sociology/General Psychology/ Philosophy/ Politics and Government (not necessarily delivered as separate courses)
- Communication and Language
- Basic pedagogy
- Mathematics (Algebra/calculus/statistics)

- Science
- (English) Literature
- Information technology
- Contemporary social issues

Specialist courses/Primary level methodology
- **ECCE** Package
- Basic Education ((English) language/children's literature/ mathematics/ social studies/science/literacy)
- Electives (Music/ Physical Education/ Drama and movement/ Art

Specialist courses/Secondary level methodology
- Lower Secondary (Forms 1-3) package (content and pedagogy)
- Upper Secondary (Forms 4-6) package (content and pedagogy)

Exit Qualification
- Bachelor of Education (Primary Level Teaching). Specialist areas – ECCE (Nursery 1& 2/ Infants 1&2). Lower Primary (Grades 1 – 3/ Standards 1 - 3) /Upper Primary Grades 4-6/ Standards 4 & 5).
- Bachelor of Education (Secondary Level). Specialist areas – Lower Secondary/ Upper Secondary.

Instructional methods as far as possible should be interactive and student centered, and should model the competences that are to be developed in the student-teacher. The delivery of the program should have technological support, which could be accessed by students and teacher educators. In the case of ECCE, access to a learning resource center which makes provision for diagnostic testing, and which is equipped with teaching and learning materials is essential. Classroom observation and classroom practice should form an integral part of the delivery system.

PHASE II - INTERNSHIP

During this period the teacher intern goes through a series of internship rotations under the supervision of specially trained classroom teachers and program instructors for four days a week. Internship provides the teacher with the opportunity to observe more experienced teachers and to implement teaching plans with the guidance and coaching of a mentor/cooperating teacher. Important skills to be developed include: reflection, decision-making, journaling and portfolio development. One day a week is reserved for seminars during which student-teachers get an opportunity to consolidate their contextual learning by discussing issues pertaining to their school (rotation) experiences and classroom practice. Videotaped sessions will enrich this experience.

PHASE III – PROBATION

During this phase, the teacher is assigned to a mentor at a school for an entire school year. The mentor or co-operating teacher should have received training relevant to performing in this role. At the end of this phase the teacher is assessed and certified. The responsibility for the licensing and certification should shift to the Ministry of Education or some designated organization or statutory body or department with responsibility for Accreditation/licensing/certification.

Guidelines for program delivery

The initial formation of the teacher is heavily influenced by the nature of the experiences afforded by the program of preparation. The strategies and methods of delivery should be those that foster the development of habits of inquiry and reflection, creative thinking, critical thinking, analysis and critique, the ethic of care, and commitment to continuous learning. Teacher educators should possess specialist qualifications in Teacher Education, as evidence of competence to service these core values of the program.

Policy Implications

In order to effect the changes recommended certain policy decisions will have to be made. These include:

Teacher Education Institution

1. There will be need for an injection of funds into the teacher education institution for the purpose of

   a) Upgrading of facilities,

   b) Training and re-training of teacher educators

   c) Training of classroom teachers as mentors and supervisors

Ministry of Education or other Education authority

1. Budgetary provisions will need to be made for the payment of stipends to the teacher interns

2. Establishment of an Accreditation/Licensing/Certification Authority

3. A decision will need to be taken with respect to a policy change regarding the remuneration of primary school teachers with degrees where such a provision does not exist. In some cases this may require amending existing Acts of Parliament or Laws.

SECTION 5
POLICY GUIDELINES FOR
IN-SERVICE TEACHER EDUCATION

Introduction

It is in the interest of all concerned about quality in education that the professional development of teachers be made a priority since teachers are best placed to help students realize their full learning potential. Not only must teachers be proficient at addressing the learning needs of diverse students but they need to function effectively in the current climate of exploding knowledge, rapidly changing information and communications technology, and an increasingly turbulent social climate.

The shift in the terms used in the discourse about teacher preparation from "teacher training" to "teacher development" reflects a change in the way that teachers and teaching are viewed. "Teacher development" goes beyond the narrower term of teacher training to describe "the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn cited in Villegas-Reimers and Reimers 2000). The notion of professional growth acknowledges teaching as a profession and a career in which teachers can grow, developing increasing proficiency and progressively assuming more mature roles. The definition also makes explicit the role teachers must play in the process.

In a context where pre-service teacher education is the norm, the In–service phase of a teacher's career begins with recruitment into the teaching service as a practicing classroom teacher. In the Caribbean context where pre-service teacher education is not the normal practice, in–service teachers may or may not have had formal initial training. These distinctions must be borne in mind when the literature from extra-regional educational contexts is reviewed and when the current situation with respect to in-service teacher education in the sub-region is discussed.

In the proposed Framework to guide future developments in in–service professional development in the region the term "in–service" will refer to the phase in a teacher's career that follows Initial Formation and Induction – the Pre- Service phase.

Current In – Service Teacher Education Practices

In the Caribbean sub-region, in–service initiatives aimed at enhancing the competence of practitioners in the field run the gamut from school based to system wide initiatives. There are one day seminars, programmes set up by local Teacher Education Institutions that last for more than one year as well as special externally funded projects of mid or short term duration. Activities take the form of mentoring, workshops and seminars. These activities often serve to upgrade the skills and knowledge of teachers or to prepare them for change by orienting them to new initiatives from central Ministries of Education. In some member states professional development days are mandated for school personnel.

The initiatives referred to above target practicing teachers. Activities may be undifferentiated for teachers who have had initial teacher education and those who have not. In other cases, qualified teachers may function as resource personnel. There is, in most cases, no mechanism for teachers' participation in informal professional development activities, whether as provider or beneficiary, to contribute to their career advancement. In addition, there is often no follow-up to assess whether the knowledge and skills taught are actually applied in the classroom. However, formal programmes that confer qualifications entitle teachers to increased salaries.

Programmes providing formal initial training for teachers based at their schools also come under the umbrella of In–Service education. An example is the EDF/OECS/UWI programme by which practicing secondary school teachers in the OECS acquire professional qualifications.

Many teachers in active service are choosing a self-directed path to professional development and advancement. With the rapidly increasing marketing of educational services from

other regions of the world, higher education has become more accessible. By this means teachers can increase their knowledge, skills and qualifications and so their chances of advancement in the education system. In some territories, an accreditation system is in place to ensure the standard of higher education programmes, Teachers who are successful at these programmes reap the benefits in increased salary that formal qualifications afford. The extent to which such programmes have a positive impact on teaching and learning at the classroom level is not known. Ironically, it is often the case that the only paths to advancement lead teachers out of the classroom into roles such as principal and education officer.

The rationale for these in- service initiatives may be any or a combination of those advanced to explain the importance of in-service training and education. These are:

1. Human resource development – to have adequately prepared personnel and to ensure maximum preparation of teachers in the system
2. The management of planned change – teachers must be both objects and subjects of planned change if it is to be successful
3. Self-development by schools and teachers – the rationale is that ownership of change will result in more commitment to change. There is a better chance of institutionalized change when the institution's personnel plan and implement it. Change will be more focused and directed at real needs. (Eraut cited by Villegas – Reimers and Reimers, 2000, p. 45).

While the efforts of in-service teacher education are well intentioned, their contribution to teacher professional development and ultimately to improving student learning is not always clear. Both informal as well as more elaborate or formal professional development initiatives often go unevaluated.

Anecdotal reports suggest that a common concern of teachers participating in professional development activities is that their investment of time and effort is not rewarded in tangible terms such as increased salary or career advancement. Intrinsic gratification, while important, is not enough to warrant the personal cost of participation. Significantly, a landmark study on Teachers' Work in the OECS revealed that an important determinant of teacher commitment was the opportunity for career advancement and professional development. (OERU, 2000)   The fact that more and more teachers, of their own volition and at considerable personal financial cost are undertaking formal programmes that confer qualifications (if not necessarily competencies directly related to their classroom practices), may hint at the importance of rewards and incentives in in–service professional development systems. This is not to deny that the motivation for teachers' engagement in such programmes may also be personal fulfillment and growth.

Evaluation of the ROSE project in Jamaica, gives some of the lessons to be learnt from the project as:

- The extent of anticipated change in teacher and student behaviour was less than expected
- Supporting mechanisms must be put in place to sustain the innovation
- The role of the principal and administrative staff is critical to success

(Miller, 1999)

A critical observation is that professional development activities do not often target newly qualified teacher graduates from initial training programmes. In fact they are often regarded and used as experts. The explanation for this is the widely held misconception that initial teacher preparation is a once and for all training process, and that new graduates of initial preparation are finished products who are able to function as proficient practitioners in any context. This high expectation may be one reason why in numerous studies on recently qualified teachers, their expected competence far exceeds their actual capabilities. A re-conceptualization of teacher development that takes into account the developmental nature of learning to teach is needed.

Teacher Development - Opportunities and Implications

There is evidence to support a theory of a continuum in the development of teaching expertise. Terms such as novice, advanced beginner, competent, proficient and expert describe

teachers at qualitatively distinct stages along this continuum. (Berliner, 1995). Teacher characteristics that appear to change include their types of concerns, their instructional behaviours, their understanding of children, awareness and understanding of the school context, as well as perceptions of themselves, their work and their profession (Lynn, 2001). A continuum of development implies that teachers' needs with respect to professional development activities at different stages will vary.

We must not assume however, that teachers will progress smoothly along the continuum in a linear fashion. Fessler for example, views the developmental pattern as "fluid, dynamic and flexible" rather than linear since variables such as teachers' level of enthusiasm, motivation, and attitudes toward students, may influence their developmental path. Teachers may move within and between phases with varying degrees of enthusiasm and may not always go through all stages. Both personal and contextual factors may moderate a teacher's career development path. Professional growth activities should take the personal needs of teachers into consideration. (Lynn, 2001)

The continuum also provides the opportunity to institute mechanisms such as licensing/registration and certification to mark teachers' progress and their readiness and capability to assume more complex roles.

The profile of teachers' proficiency varies. For example, among primary level teachers, some teachers may be very proficient at teaching at a particular level of the school while others may excel at a particular content area. Leadership roles for a classroom practitioner would include mentoring beginning teachers, being subject leaders or heads of department and being co-operating teachers for student teachers. A differentiated career system is therefore possible for the career teacher.

Experience and proficiency as a classroom teacher may also be a precondition or at least an asset for other careers related to the classroom practitioner. The continuum of expertise allows points of departure for teachers to pursue careers such as Teacher educator, administrator, or paraprofessional.

Approaches to In-Service Teacher Development

Standards based approaches are sweeping education reform movements in many countries. Professional teaching standards are deemed necessary to ensure that teachers can help students meet academic standards.

Among other meanings of 'standards' are the following. They may:
- indicate what is valued
- clarify what teachers should know and be able to do in light or research and best practice
- be a level of performance on a criterion being assessed that is considered satisfactory (in terms of the purpose of evaluation)
- describe trajectories for professional development – they clarify how teachers should improve in the long term. (Ingvarson, 2002)

A standards based approach would specify standards for each phase of teacher development. There could be standards for different purpose within a phase. In the in-service phase of teacher development for example, there may be standards for registration, certification, and promotion. In this approach, assessment against standards is a major tool for ongoing professional development. A major criticism of standards based approaches is that if the unit that is being assessed against the standards does not have the capacity to meet those standards, it will always fail.

Another type of approach to teacher professional development focuses on organizational development. (Bergeson, 2003; Villegas-Reimers & Reimers, 2000) These approaches focus on school improvement - teacher development is an integral part of such a process. The learning Community approach is one such approach. Attributes of organizations adopting this approach are:
- Supportive and shared leadership.

The role of the principal is critical but not the traditional role – rather shared and collegial leadership. The principal sees herself as a learner too. Invites staff input into decision making

- Collective creativity:
  By working and collaborating continuously, engaging in reflective dialogue, the learning community comes to develop and try out new ideas to change the conditions of the workplace.

- Shared values and vision.
   Staff participates in developing the vision and uses it as a guidepost in decision making. Staff is committed to student learning.

- Supportive conditions.
  The environment must optimize physical conditions and human capacity and potential.

- Shared personal practice.
  Peer review – not in evaluative mode, but in supportive mode, based on mutual respect and trust. (Hord, 1997)

Factors That Affect the Professional Development of Teachers

Not only do personal factors such as teachers' motivational level and career development stage have an impact on a teacher's professional development as described before, but the context in which the teacher operates also has an impact.

A comparative review of professional development in several regions of the world points to an ever widening circle of contextual influences. Beginning with the classroom milieu, it extends to the teaching team, the school, the school system and the wider society. Support from peers, the culture of the school and the type of leadership of the principal, the policies of the educational system and the way the society views teachers and the teaching profession are some of these factors.

Without resources such as time and finance professional development programmes have little chance of success or of sustained impact. (Villegas- Reimers & Reimers, 2000; Miller, 1999)

Research Based Characteristics of Successful In-Service Programmes

A synthesis of the literature suggests that successful teacher development programmes should:

- Be teacher – driven.
  When teachers select professional development for themselves, the focus is on specific self-identified needs and weaknesses . The programme is thus derived from teachers' actual day to day work in their classrooms. The ownership of the programme is important

- Be on-going, sustained and adequately resourced.
  Programmes that give teachers time to share, assimilate, make connections with their classroom practice have been found to be more effective than one-shot workshops. Resources of time, funds and materials are also important

- Deepen content knowledge and/or pedagogy.
  Programmes that focus on developing, refining and deepening teachers' subject matter and/or pedagogy have been found to result in an improvement of student knowledge and skills

- Be driven by student needs.
  Using multiple sources of student data to determine student's needs, teachers should be able to request related professional development activities.

- Promote equity for all students.

- Use strategies of adult learning.
  Using a learner – centred collaborative model, teachers work together with colleagues in the actual situations in which they work

- Build broad based support.
  Involves participation from the community in a learning community committed to student learning
- include a programme evaluation component.
  Feedback from teacher development programmes informs future professional programmes. The success of these programmes should be judged by their ability to make an impact on student learning.

A Framework for In-Service Teacher Development

This framework outlines the major parameters for developing professional development programmes for the professional development of teachers who may be at different stages in the In-Service phase of their careers. It uses an eclectic approach to professional development drawn from the research literature, and documented practices and experiences of practitioners in the region. It is essential that the framework be contextually appropriate so that programmes developed by using it have a chance of success.

The framework for In-service Professional Development of teachers is predicated on a view of teachers and teaching that incorporates the following principles:

1. The improvement of the learning of all students is the ultimate goal of teacher development. Teachers increase their effectiveness not as an end in itself but for the ultimate goal of improving student learning.
2. Teachers' work is valuable and indispensable.
3. Learning to teach is a developmental activity. It is always possible for teachers to continue to increase their proficiency
4. Teaching is a lifelong career that offers opportunities for advancement and diversification
5. Teachers view themselves as professionals with a commitment to the learning of students and to their own professional development.
6. Teachers need support for them to succeed at their work

The framework assumes that teachers operate in a fair and democratic environment where they have equal access to opportunities and can participate in making decisions for their own professional development.

Goals

The ultimate aim of in–service professional development of teachers is the enhancement of student learning. The major goals are to:
- Increase teaching effectiveness.
- Promote teachers' professional growth

The Major Features of a System of
In-Service Professional Development

The major features of a system of in-service professional development of teachers can be categorized into those that relate to the:
- Structural context
- Cultural climate
- Focus of the Programme
- Resources

Structural Context

The following six features relate to the organizational structure of the system in which teachers function.
1. Differentiated stages of career development

2. Tiered levels of development

3. Differentiated career paths

4. Tied to a related system of compensation rewards and incentives

5. Tied to a participatory evaluation system

6. Tied to Quality assurance mechanisms for retention and promotion

1. Differentiated (but Linked) Stages of Career Development

Rationale
A clearly delineated pathway of career development provides a view of teaching as a lifelong career with different phases and places the In-Service phase of teacher development in the context of the continuum.   Teachers will be able to locate themselves along the continuum of development and have a clear vision of an increasingly sophisticated career in which they can continue to grow and develop. Linking the different phases of the career pathway will demonstrate the continuum in practice.

Suggested mechanisms
Establish relationships between the In-Service phase of development and the pre-Service phase. Mechanisms to do this could include:
   a) Teacher Training Institution to manage and co-ordinate major in-service activities. Create an In – Service Department at Teacher Education Institutions. Teacher Educators will be involved in the initiative, and will maintain contact with the schools. There is precedence for this in Jamaica as a consequence of the ROSE project.
   b) Partnerships between the Training Institutions and the Schools. Teacher Educators from the Training Institutions can act as Resource persons for Professional Development activities at the schools and vice versa.
   c) The major domains on performance standards at the Pre – Service and In – Service phases should be constant. However different levels of performance will be expected at the Pre-Service and the In-'Service phases.
   d) Retirement marks the end of the In-Service phase of the career path. As described in the section of support, retirees can re-enter the system to form part of the cadre of professionals involved in (a) providing support for beginning teachers and (b) assuring quality

2. Tiered Levels of Development

Rationale:
The in-service phase of professional development is marked by different developmental stages. These can guide the teacher's professional development.

Suggested Mechanisms
   a) Create performance standards. These will clearly map out what teachers are expected to know and be able to do at each stage of career development.
   b) Link the teacher evaluation system to the standards. This will help to determine teachers' level of proficiency and thus their professional
      Development needs.

3. Differentiated Career Path

Rationale
The system provides opportunities for teachers to assume more mature roles in the teaching profession by mapping out a career path for the Classroom practitioner. The career teacher thus has the opportunity to advance in the system while remaining a classroom practitioner. These provisions should help to foster teacher commitment, motivation and self actualization.

Suggested Mechanisms:
   a) Establish the different stages for the classroom practitioner, for example: Beginning teacher, Lead teacher, Master teacher. Clearly delineate the roles that teachers in this track can play in the school Master teachers could be models for beginning teachers, could be involved in peer coaching, or be seminar leaders. A master teacher class has been instituted in Jamaica and the Bahamas. It is considered as an elite force. The hope is that teachers will continue to strive to attain the status.

   b) Establish criteria for promotion from one level to the next.   Criteria for promotion could include: level of proficiency in teaching performance, evidence of inquiry into practice (for example, analyzing students' performance and initiating measures to address students' needs), students' opportunities for learning, leadership qualities.

   c) Create avenues for classroom teachers to diverge to career paths for which classroom experience is a desirable or necessary base. Such careers include Teacher Educator, Administrator or Paraprofessionals. (Fig. 2)
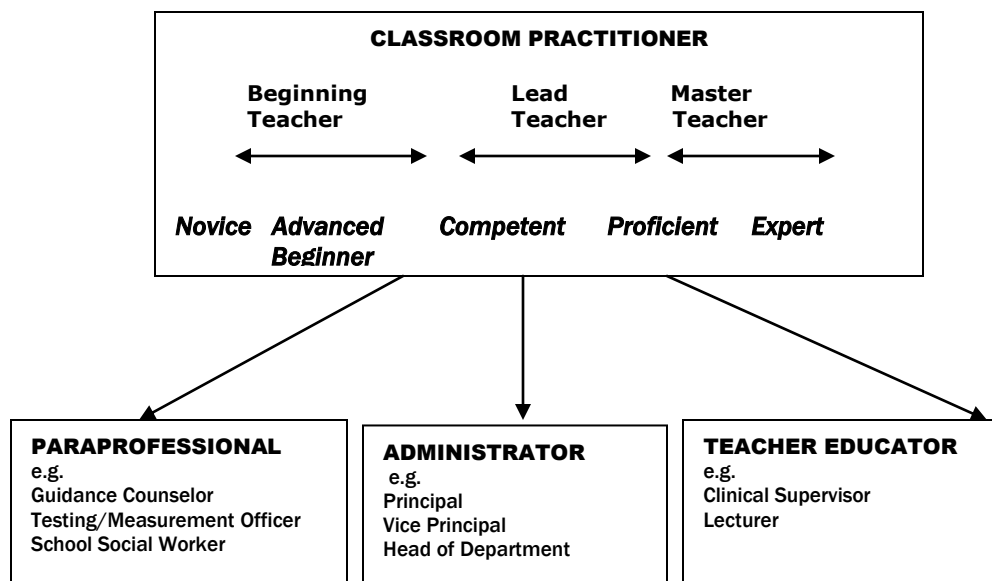

Fig. 2   Divergent career paths

4. Tied to the System of Compensation, Rewards and Incentives

Rationale:

As teachers improve their proficiency, and assume roles of responsibility and leadership they should be appropriately compensated.

This together with other rewards and incentives will not only act to motivate and reward teachers but will present a positive image of teachers and the teaching profession and demonstrate to the community that teachers' work is valued. This will enhance the climate in which teachers operate and should motivate to continue to develop.

Suggested Mechanisms:
a) Link the salary structure in the teaching profession to the differentiated career path.
b) Institute rewards linked to teacher performance
c) Teachers' participation in professional development activities, (both formal and informal) should contribute to advancing their status in the career path. Teachers should be given opportunities to show how their professional development activities have helped them.

5. Tied to Participatory Evaluation System

Rationale
Teacher development activities should address their needs. This can be ensured by using an evaluation system that is focused on helping teachers to improve their performance. When teachers participate in their own evaluation and in identifying their weaknesses they are much more likely to commit to improving them.

Suggested Mechanism:
a) Have teachers develop their own professional development plans.

6. Tied to quality assurance mechanisms

Rationale
Quality assurance mechanisms will help teachers maintain and improve their professional practice.

Suggested Mechanism
a) Institute a system of registration/ licensing, certification and accreditation. Following graduation from initial preparation, trainee teachers undergo a period of induction after which they are assessed for registration and licensing which will make them eligible for employment as teachers. Licensing/Registration Renewal must be done periodically and is not automatic. Teachers must provide evidence and demonstrate that they are continuing to develop their professional practice. Table 6 below outlines an explanation of these quality assurance processes.

Specialization

Teachers can choose to achieve certified status by continuing to develop their practice at a particular level at the Primary School (e.g. Infant, Junior, Senior) or for a particular subject area at the Secondary level (e.g. Science, Language etc).
Other quality assurance mechanisms would include accreditation of formal courses
of study that teachers may access both locally and internationally

Table 6: Quality Assurance Mechanisms for Teacher Education

Process	Definition	Responsible Agent
Licensing	A process by which prospective and practicing teachers are evaluated to verify attainment of performance standards, resulting in the authorization to practice.	Ministries of Education or other governing agencies
Certification	The award of credentials attesting that an individual has successfully completed a programme of study or training.	Education or Training Agencies such as Universities, colleges and other recognized providers.
Professional Registration/ Professional Certification	A Process by which an agency or professional body/association recognizes as fit to practice individuals who meet professional standards/criteria set by that agency or professional body/association.	Professional bodies/associations
Accreditation	Process by which institutions or programmes are evaluated against specified criteria for programme delivery and the attainment of specified outcomes.	Professional body with the authority to provide the profession's stamp of approval to an institution or programme.

Cultural Climate

Culture of Collegiality

Rationale

The establishment of a mechanism for the appraisal and management of teaching performance based on collaboratively derived teaching performance standards will keep teachers aware of the performance expectations of the profession and their employers. A supportive climate that identifies, affirms, and acknowledges levels of teaching competence and provides support for their improvement will ensure a positive approach to teacher development. It contributes to an enhanced professional culture in the system and in the schools as these take on the ethos of professional learning communities.

Suggested Mechanisms

Procedures such as outlined below can help teachers develop learning communities.

> ➢ Small quality circles of teachers comprised for example of year group or subject group teachers map out and commit to a vision for their students. This must be related to the vision of the school. They regularly meet to plan, analyse and reflect on students' performance and their own practice. They observe each others' performance, identify areas for development. They share leadership based on proficiency in different areas tied

to the standards. They coach and help each other to improve, set higher standards for themselves and continue the development cycle again. This process can be extended to the school level, where common needs are targeted and opportunities such as workshops are planned and implemented for groups or whole staff development. The learning circle can be extended to the district level, where communities of teacher learners share expertise and address common teacher development needs.

Job Embedded

Rationale
If teachers undertake professional development activities on a daily basis, striving to improve becomes a habit. Professional development activities that take place in teachers' own classrooms ensure that they are targeted to students' needs, and that they are practical.

Suggested Mechanisms:

   Quality learning cycles as described in Section 7 above.

Focus
Targeted At All Levels Of The Teaching Service

Rationale
A high level of quality in professional development activities can only be achieved if there are ever widening circles of quality practitioners involved in the process.

Suggested Mechanisms
   a) Extend professional development activities to include principals, school leaders, mentors, evaluators and teachers' College – all the practitioners who can be considered as teacher educators.
   b) Develop collegiality between those teacher educators who operate within the Teacher Education Institutions and those that operate at the level of the school to share expertise and help bridge the gap between theory and practice.

Teacher Driven

Rationale
         When teachers participate in identifying their own learning and development needs and also have an input into the processes for addressing those needs, they develop ownership of the teacher development programmes and are much more likely to commit to them. This also ensures that the teacher development initiatives are targeted in areas where they are needed to address students' learning needs.
         The circle of teacher development widens when teachers assume leadership roles such as peer coaches and workshop leaders since such activities contribute to their own professional development.
Suggested Mechanisms
   a) Teachers should be required to develop personal development or improvement plans.

   b) Institute systems for teachers to request development activities to help them achieve their development goals.

Content of Teacher Development Activities Should Relate to
 Students' Learning Needs and Teacher Development Needs

Rationale
      The ultimate goal of improving student learning drives in-service teacher development. The content of activities and programmes must therefore continue to equip teachers to improve student learning. Teacher development activities should not focus only on equipping teachers to deliver new curricula or to implement new initiatives, but should help teachers deepen their understanding and transformation of subject matter and pedagogy. However, teachers' personal needs cannot be overlooked or minimized since they impact on the quality of teachers' performance, attitudes and commitment. Activities that address teachers' psychological and emotional needs are valid content for professional development activities.

Suggested Mechanisms:
    a) Derive the content focus from teachers' analysis of student needs.

    b) The focus of In-Service Teacher Development activities should be geared towards deepening and widening their understanding of:
- Subject matter

- Pedagogy: Understanding students, instructional methods, new Methods

- Professional responsibilities: Understanding of terms and conditions of service, ethics of the profession, curriculum, leadership, mentoring
- Professional Development activities can also help teachers address issues like time management, stress management.

    c) Use the 'less is more' principle. Choose to do less in more depth than to do more superficially.

    d) Use adult learner strategies.

Adequate Provision of Resources

Rationale
      Without adequate resources such as human resources, time and money professional development activities are likely to be limited in scope and sustainability..

Suggested Mechanisms

    a) Give teachers time to address their professional development needs.

    b) Allot Professional Development Days.

    c) Reduce teaching loads to allow teachers to participate in mentoring and peer coaching

    d) Give principals the autonomy to restructure time to create opportunities for professional development activities

e) Give teachers time to participate fully in the activities of professional organizations

f) Schools and the education system in general can draw on retirees to perform roles such as mentor, evaluator, resource person, to facilitate professional development activities.

g) Schools should also foster relationships and partnerships with community members and organizations. They can be a valuable human and financial resource for teacher development activities.

h) Schools should be given a budget for professional development activities.

Modes of Professional Development Activities

Teachers at the in- service phase of development should have a variety of ways to access professional development activities and programmes. These could include:

❖ Mentoring:
Should be available for teachers with special needs and who would benefit most from this type of arrangement.

❖ Peer coaching
This could take place one-on-one or among small groups of teachers from the ame school.

❖ Workshops and seminars:
These could be at school, district or system level.

❖ Formal courses or programmes
- Distance education courses including on-line courses
- On-site courses

Teachers should also be able to source their own professional development activities. In the case of formal courses of instruction, before qualifications can be accepted, these should have to be accredited by the quality assurance mechanism designed to assess courses.

Policy Implications

It will take a major shift in policies related to teachers and the teaching profession to institute the suggested approach to In- Service Teacher development. Such policy changes include:

1. Establishing a Unit for Professional Development at Ministries of Education as for example in Guyana and Trinidad and Tobago.

2. Linking Professional growth and development through a quality assurance mechanism.

3. Providing time for professional development activities.

4. Allotting financial and material resources for professional development.

5. Instituting quality control mechanisms for professional development activities. Development of a Quality Control Unit in Ministries of Education as is the case in Belize.

6. Supporting the development of Teacher professional organizations.

7. Involvement of Professional bodies in the establishment of standards, career paths.

8. Involvement of Teachers' Unions in all teacher related decisions.

9. Mechanisms to reemploy retired teachers

SECTION 6
POLICY GUIDELINES FOR
TEACHER EVALUATION

Introduction

Education systems and schools in particular are responsible and accountable for optimizing student learning. Teachers play a critical role in this process since research has shown that one of the most important determinants of student success is teacher quality (Darling-Hammond, 2000). Teacher evaluation forms part of the mechanism for ensuring that teachers perform those tasks that are known to be linked to student learning. Information gained by evaluating teachers can also be the basis for their continuous professional development.

Accountability and continuous professional development concerns are not the only purposes served by teacher evaluation. Teachers may also be evaluated to determine their suitability for promotion or for certification, to recognize outstanding service as well as to terminate ineffective personnel. A single evaluation system may not be appropriate to serve the many and varied purposes of evaluation. Besides, the agencies responsible for evaluation may also vary.

This document focuses primarily on evaluation for the purpose of continuous professional development.

Theoretical Considerations

Teaching is among the many fields where research supports a theory of a continuum in the development of expertise. Such theories suggest that there are at least three qualitatively different developmental stages, though for teaching some identify as many as six stages. Berliner (1995), for instance, identifies five stages namely:
1. Novice
2. Advanced Beginner
3. Competent
4. Proficient
5. Expert

Leithwood (1998) identifies six stages namely:
1. Developing Survival skills
2. Becoming competent in the basic skills of Instruction
3. Expanding one's instructional flexibility
4. Acquiring instructional expertise
5. contribution to the growth of colleagues' instructional expertise
6. Participating in a broad array of educational decisions at all levels of the education system

A common theme in the research on the continuum of teacher development is that novice teachers will initially have lower-level concerns, such as basic classroom management skills, that

must be resolved in order for higher-level concerns, such as expanding instructional flexibility to emerge (Odell and Huling, 2000). Experience, while indispensable, is not a sufficient condition for teacher development. Thus it must not be assumed that years of experience equate to development of proficiency. As teachers progress from recruitment, to initial preparation, then induction and continuing professional development these chronological phases must mirror qualitatively distinct stages of teacher's level of performance. The expectations of teachers at different stages of development should be different and should form a coordinated system that reflects progress along the continuum. Evaluation of teachers for professional growth should take into consideration this developmental nature of teaching proficiency.

This section focuses on evaluation at the in-service stage which begins after recruitment. It assumes that evaluation at the recruitment and initial formation stages will articulate with evaluation at this stage.

To be effective, evaluation for the purpose of continuous development must be part of a system that provides the conditions necessary for teacher progress. According to the literature, these include:

- Clearly communicated expectations about what constitutes quality teaching.

- Teacher assessment procedures and measures that are consistent with the developmental nature of learning to teach.

- A competency or standards - based approach to guide practice at each phase of the continuum.

- Decentralization where professional development is more tailored to the needs of the school.

- Reflective experience, where practicing teachers focus more on analytical and reflective learning than on the transfer of knowledge and strategy. This can happen when teachers are part of learning communities.

- Teaching Experience and Mentoring.

- Motivation to succeed

A standards-based approach will clarify the teacher developmental path by specifying what teachers should know and be able to do at each stage of development. Assessment of performance with reference to these standards is a major tool for teacher learning and development. A bias towards performance is in keeping with the development of expertise since expertise is demonstrated in performance.

A focus on performance evaluation does not limit the evaluation to the observation of practice since there are other indicators of performance. It also does not preclude inclusion of a consideration of inputs and outputs since for an endeavour as complex as teaching it is perhaps best to use a multi-pronged approach to evaluation. In addition to observation of practice, other sources of evidence must be considered. These include student achievement, artifacts such as journals and portfolios and teacher thinking through interviews, for example.

The conditions for the development of expertise cited above also suggest that a formative process at the level of the school must be an integral part of an effective teacher evaluation system. The support and collegiality that will exist if teachers are part of a learning community can ensure that reflective, analytical practice is routine. This will encourage teachers to be more self evaluative, ensure that they are involved in the process and that evaluation is embedded in the day to day school activities.

Expertise is context specific. It must not be assumed that teaching proficiency is transferable to a new level, a new classroom or to a new group of students. This implies that teachers' competence should be evaluated as they perform in their own classrooms. It also cannot be assumed that proficiency is transferable across subject areas and across grade levels. Therefore some consideration must be given to including level and subject specificity in the development of performance standards and evaluation instruments.

In the development of any evaluation system the mechanics of implementation and acceptability must be considered. To facilitate the implementation of evaluation it should be manageable, reasonable and the evaluators must be clearly identified and their competency guaranteed.

In summary, teacher evaluation for professional development should be:
- Standards-based.

- Part of a cohesive system of evaluation that clearly delineates the purposes and methods of evaluation. .

- Based on a theory of teacher professional development.

- Linked to a system of support for development.

- Multi-pronged – collecting evidence from a variety of sources.

- Participatory.

Goals of the Teacher Evaluation System

Teacher evaluation must serve its major purpose which is to achieve student learning by ensuring quality teaching. The major goals of the teacher evaluation system are to:
a) provide teachers with information related to expectations of performance
 .
b) give feedback to teachers on their performance in relation to those expectations.

c) provide a sound basis for the focus of professional development of teachers.

d) furnish the education system with pertinent information for the licensing, certification and retention of teachers.

Some Existing Regional Teacher Evaluation Practices

Most of the countries in the sub-region have some form of teacher evaluation. This takes the form of annual teacher appraisal systems primarily for the purpose of moving along the salary scale. The Jamaica School Based Principal and Teacher model is a departure from this practice. In this model the primary purpose of evaluation is teacher development. An Action Plan for teacher development is a component of this system. (Miller, 1999).

Two recently developed teacher evaluation Instruments in the OECS are:
- OECS Generic Teacher Appraisal Scheme
- St Kitts Teacher Appraisal Instrument

OECS Generic Teacher Appraisal Scheme

This scheme prepared by the OECS Education Reform Unit, is intended for use by the OECS countries. Countries may adapt the instrument to accommodate specific situations. Among the purposes for the teacher appraisal scheme are:

- Providing a basis for awarding incentives
- Enabling teachers to qualify for access to professional development opportunities
- Providing data for consideration of promotion to senior positions or for selection to specialized services in education (p3, OECS Generic Teacher Appraisal Scheme, 2003)

It concedes that "while the major purpose for teacher should be to provide data for personal and professional development there may not exist any recognizable support structure to facilitate this development. (p6, OECS Generic Teacher Appraisal Scheme, 2003) It is a differentiated appraisal scheme which is intended to be used by teachers at various levels of experience. The Scheme can be used for the formative and/or summative evaluation of the teacher. The scheme identifies six major domains which are weighted as follows

Planning and organization	20%
Instructional Process	25%
Classroom Management	20%
Assessment	15%
Interpersonal Relations	10%
Professionalism	10%

The teacher is rated on a five point scale as follows:
Always (5) Very often (4), Often (3) Sometimes (2) Seldom (1)
The OECS Generic Teacher appraisal Scheme has been piloted and deemed feasible and valid in the OECS context.

St. Kitts Teacher Appraisal Instrument

This instrument is designed as a tool for the improvement of the teacher's performance. It can also be used as an accountability tool.

The instrument is organized into domains as follows

- Classroom learning environment
- Lesson planning and preparation
- Instruction/engagement in the classroom
- Professional responsibilities

The instrument is scored using a four point scale: Unsatisfactory, basic, proficient and outstanding, and specifies the performance indicators for each point on the scale.

Overview of the Evaluation System

The features of the system are

- The existence of standards to guide the evaluation process
- The system is tied to a professional development scheme and career ladders.
- Specially identified and trained evaluators who meet stated standards
- Multiple evidence gathering procedures
- A schedule for evaluation
- The development of a professional development plan
- The scheme can be used for formative and summative evaluation

Evidence Gathering Procedures

In order to capture all the elements of practice a multi-pronged evidence gathering approach is recommended. The suggested evidence gathering procedures for collecting data about the teacher's practice are as follows:

- Classroom observations
- Interviews with the teacher
- Portfolios
- Student Achievement scores
- Teacher self-evaluation
- Professional development plan

Rating and descriptors

The Instrument is to be scored on a four point scale similar to that used in the St. Kitts Teacher Appraisal instrument (Poonwassie, 2005) as follows:

- **U Unsatisfactory** – lack of knowledge in subject area; inaccurate information is presented to the students; methods of teaching are inappropriate for the subject and level of the students
- **B Basic** – meets minimal level of knowledge for the functions of the classroom teacher; teaching methods are appropriate for the subject and level of the student.
- **P Proficient** – competence is demonstrated consistently in knowledge of subject and shows knowledge of scope of the subject area. Exhibits qualities of a professional teacher. Uses various methods of teaching the subject and considers the level of the students.
- **O Outstanding** – demonstrates mastery in subject areas; provides enrichment knowledge for students. A demonstration of exceptional teaching techniques appropriate to the subject and student level. An exceptional teacher who can be a mentor and resource person to other teachers
- **n/o not observed** evaluator did not have access to information or was unable to observe because of the nature of the activity/descriptor.

Types of evaluation

The scheme can be used for formative and summative evaluation. The main purposes of formative evaluation are to (a) Improve practice and b) furnish information for professional development activities. Formative evaluations should take place at the school level and should be carried out by peers, principals and/or heads of departments and senior teachers.

The main purpose of summative evaluation is to provide evidence for the awarding of increment and promotion. Summative evaluation must not be seen to be punitive but must promote teacher growth. Summative evaluation is the responsibility of the Quality Assurance Unit. There must be different schedules of evaluation for teachers at different levels, with teachers at the lower levels having more frequent evaluations. A suggested schedule is every two to three years for senior teachers and twice a year for beginning teachers. Teachers between those levels could be evaluated once a year. At the end of the summative evaluation a professional development plan should be prepared by the teacher
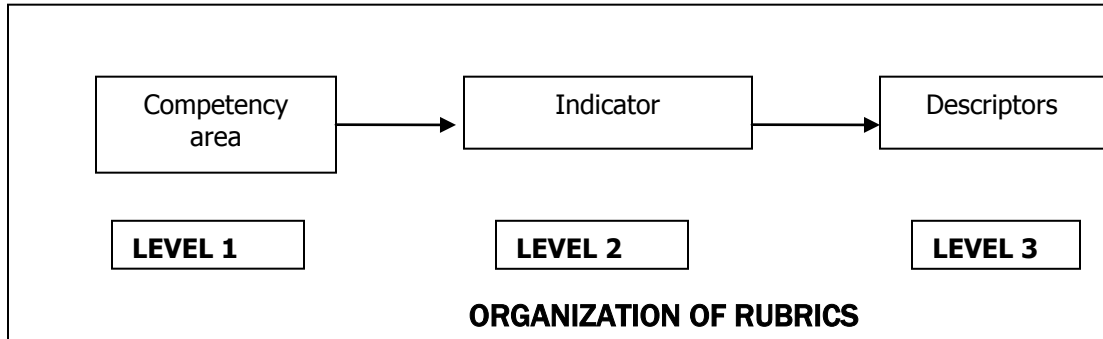
Evaluators

The evaluation system must fair and equitable. For this reason the evaluators must be carefully chosen. Criteria which tap both the professional abilities and personal qualities should be used to select the best individuals for the role of evaluator. It is recommended that evaluators should receive special training for the use of the instruments.

The assessment instrument Rubrics

The rubrics are organized around four competency areas taken from Marks (2004) namely:
- Planning and Preparation
- Learning/classroom environment
- Instruction/Teaching
- Professionalism

The indicators and descriptors are adapted from two evaluation systems, the :Professional Education Personnel Evaluation Program of Alabama and the St. Kitts Teacher Appraisal Instrument.

```
┌──────────────────────────────────────────────────────────────────────┐
│                                                                        │
│   ┌──────────────┐      ┌──────────────┐      ┌──────────────┐         │
│   │  Competency  │ ───► │  Indicator   │ ───► │ Descriptors  │         │
│   │     area     │      │              │      │              │         │
│   └──────────────┘      └──────────────┘      └──────────────┘         │
│                                                                        │
│   ┌──────────────┐      ┌──────────────┐      ┌──────────────┐         │
│   │   LEVEL 1    │      │   LEVEL 2    │      │   LEVEL 3    │         │
│   └──────────────┘      └──────────────┘      └──────────────┘         │
│                                                                        │
│                      ORGANIZATION OF RUBRICS                           │
└──────────────────────────────────────────────────────────────────────┘
```

Figure 3:

1.0   PLANNING AND PREPARATION

1.1   *Selects Long/short range Instructional goals/objectives*
- Selects appropriate long range goals/objectives from local curriculum guides and resources
- Selects/ states and sequences short term objectives appropriately
- selects objectives which are appropriate and achievable for the students
- Clearly states goals/objectives
- Selects/states goals/objectives which reflect various cognitive and affective domains

1.2   D*emonstrates adequate knowledge of students*
Caters for
- Chronological age and level of maturity of students
- Economic and social background of the students
- Prior knowledge, skills of students
- Diversity in learning styles.

1.3   *Selection of content*
Selects content that is
- Appropriate to the objectives and the students' level
- Meaningful
- Accurate
- integrated with other subject areas

1.4   *Identification of teaching methods/strategies/activities*
Selects method/strategies/activities which
- are appropriate for the objectives and the grade level
- cater to individual differences
- are varied
- Selects assessment strategies which are appropriate to the lesson objectives and the age level of the students
- selects assessment strategies which are varied

1.5   *Selection and preparation of Appropriate Resources*
- Selects resources that appropriate to the objectives, age level and learning styles of the students
- Selects a variety of resources

- Caters for equitable and effective student access to technology and resources
- Ensures that equipment and other teaching aids work
- Plans for effective distribution of resources

2.0 LEARNING/CLASSROOM ENVIRONMENT
2.1 *Management of time*
- Begins and ends instruction promptly
- Maximizes instructional time
- Efficiently disseminates teaching/learning materials
- Handles student digressions effectively and efficiently
- Maximizes student time on task
- Conducts lesson in a business-like manner

2.2 *Management of student behavior*
- Establishes rules and procedures
- Consistently and fairly monitors and enforces rules and procedures
- Anticipates conditions which can lead to student misbehavior
- Uses intervention strategies appropriately and effectively
- Uses verbal and non-verbal strategies to control student behavior
- Rewards appropriate student behavior
- Encourages student self-discipline

2.3 *Organization of physical space*
- Arranges classroom space in a manner which maximizes learning and interaction
- Makes the classroom space attractive
- Arranges furniture to facilitates the execution of activities

2.4 *Classroom interaction*
- Encourages active and equitable student participation
- Encourages student/student, student/teacher interaction
- Fosters respect between students and between students and teacher
- Establishes and maintains effective positive rapport with students
- Encourages students to work collaboratively
- Encourages and uses students' contributions, questions and ideas.
- Shows empathy for students' needs and concerns

2.5 *Culture of learning*
- Encourages students' curiosity and enquiry
- Motivates students to strive to produce work of high quality
- Communicates confidence in students' ability to learn.
- Encourages independent learning
- Encourages Critical thinking
- Communicates high expectations of students performance

3.0 INSTRUCTION/TEACHING
3.1 *Orientation to the lesson*
- Gains students" attention
- States the purpose of the lesson
- Links with previous and future learning
- States the skills to be mastered

3.2 *Communication*
- Gives clear directions for the achievement of lesson tasks
- Speaks clearly, correctly and coherently

- Writes clearly, correctly and coherently
- Explains concepts and procedures clearly
- Encourages the student to speak and write clearly, correctly and coherently
- Encourages the students to develop appropriate vocabulary

3.3   Lesson Development
- Presents concepts in a logical and sequential manner
- Questions effectively
- Provides smooth transition from one phase of the lesson to the next
- Allows for the progressive development of concepts
- Uses planned resources effectively and appropriately
- Demonstrates flexibility and responsiveness in the use of unplanned teaching opportunities
- Maintains student interest

3.4   Closure (Practice and Summarization)
- Provides for practice and consolidation of new skills and concepts.
- Provide opportunities for practice and consolidation outside of the classroom.
- Provides review at appropriate points
- Uses appropriate techniques to summarize and bring the lesson to a close.

3.5   Knowledge of Subject Matter and Pedagogy
- Uses accurate, up-to-date information
- Responds accurately to students' questions
- Helps the students to inter connect concepts, ideas and skills
- Uses differentiated instructional strategies appropriate to student diversities
- Uses planned instructional strategies effectively
- Uses student feed back appropriately

3.6   Assessment of Student performance
- Monitors student progress throughout the lesson
- Uses a variety of assessment strategies
- Uses assessment strategies which are consistent with the lesson objectives
- Provides student feed back as appropriate
- Uses assessment data to determine achievement of objectives
- Uses assessment data to determine individual student achievement
- Uses assessment data to modify instruction and to re-teach if necessary

4.0   PROFESSIONALISM
4.1   *Undertakes professional development activities*
- Demonstrates a willingness and ability to reflect on their practice
- Participates in professional organizations
- Participates in School and Ministry of Education professional development activities
- Undertakes formal and accredited course of study, to improve professional qualifications, knowledge and skills
- Uses ideas from professional journals, websites, internet dialogue with colleagues and professional organizations to improve teaching.

4.2   *Undertakes leadership roles at the school and system level*
- Initiates activities and projects at the school/school system level
- Participates in collaborative decision-making in the school
- Conducts workshops at the school and school system levels

4.3   *Adheres to the expectations of the profession*
- Has read Ministry of Education and School Policy documents

- Executes teaching and other tasks in a business-like (professional) manner
- Is punctual and regular
- Adheres to personnel policies and procedures

4.4 *Develops professional relationships with colleagues and the wider community*
- Communicates as necessary
- Encourages parents to participate in school activities
- Participates in parent conferences
- Participates in PTA activities
- Works with colleagues for the improvement of the school
- Develops a relationship with institutions for the improvement of the school

4.5 P*romotes teaching as a profession*
- Abides by the ethics and values of the profession
- Treats confidential information in a professional manner
- Models professional behavior
- Works with other teachers to promote teaching as a profession
- Mentors other teachers

Evidence Sources for Indicators

Table 7 in Appendix 1 shows evidence sources for particular indicators.

Policy Implications

The following are the policy implications of adopting the evaluation system:

1. There will be need for the establishment of a Quality Assurance Unit which deals with evaluation, monitoring, Accreditation and licensing
2. The political will to institute career paths and a salary structure commensurate with the various levels of professional development of teachers
3. Provision will have to be made for Specialist teacher evaluators
4. Teacher-aides will have to be appointed to supervise class in order to free teachers to execute supervision and mentoring duties.

REFERENCES

Barnell, B. 2002 What it Means to be a Highly Qualified Teacher. Southeast Center for Teaching Quality. A paper commissioned by the Board on International Comparative Studies in Education of the National Academies/National Research Council

Bergeson, T. (2003) Professional Development Planning Guide Part One Teacher Professional Development. Washington State

Berliner, D. C. (1994) The Wonder of Exemplary Performances In Creating Powerful Thinking in Teachers and Students . Eds. Mangierei, J.N., and Block, C.C. Holt, Rienhart & Winston, Ft. Worth TX.

Berliner, D.C. (1995) Teacher Expertise. In L. W. Anderson (Ed.) International Encyclopedia of Teaching and Teacher Education.(2nd Ed. Pp46-52) Oxford, Pergammon.

Bracey, G. and Molnar, A. Recruiting, Preparing and Retaining High Quality Teachers. An Empirical Synthesis. Education Policy Research Unit. Referenced from http://edpolicylab.org.

Buchberger, F. Campos, B.P., Kalles, D., and Stephenson, J. 20000 High Quality Teacher Education for High Quality Education and Training. Green Paper on Teacher Education in Europe. http:// tntee.umu.se/publications/greenpaper.html

Cochran-Smith, Sharon (2001), Constructing Outcomes in Teacher Education: Policy, Practice and Pitfalls, Education Policy Analysis Archives, Volume 9, Number 11; downloaded from the website http://epaa.asu.edu/epaa/v9n11.html

Darling-Hammond, L. (2000) Teacher Quality and Student Achievement: A review of State Policy Evidence. Education Policy Analysis Archives. Vol. 8 No.1
.
Darling-Hammond, L. (2000). How Teacher Education Matters. Journal of Teacher Education, Vol. 51. no. 3 May /June pp. 166-173 AACTE.

Donaldson, Morgaen L. On Barren Ground: How Urban High Schools Fail to Support and Retain Newly Tenured Teachers. Paper presented at the American Educational Research Association annual conference, Montréal, Québec, Canada. April 15, 2005

Duke, Daniel L. 1993. Removing Barriers to Professional Growth Phi Delta Kappan. Volume: 74. Issue: 9. Publication Year: Page Number: 702+.

Education Commission of the States: The Teacher Professionalism Model In Next Generation Models of Education Accountability (2003). Accessed from http://www7.nationalacademies.org/bisce/villegas_reimers.pdf;

Education Testing Service   Where we stand on Teacher Quality. ETS Issue Paper April 2004
.
ERIC Digest #7 (1986); Teacher Mentoring, Eric Clearinghouse on Teacher Education, Washington D.C. USA

Feiman-Nemser, Sharon & Remillard, J. ,(1995) Perspectives on Learning To Teach, IP 95-3, National Center For Research on Teacher Learning, Michigan State University, East Lansing, Michigan

Feiman-Nemser, Sharon (1992), Helping Novice Teachers Learn to Teach: Lessons from an Experienced Support Teacher, RR 91-6, National Center For Research on Teacher Learning, Michigan State University, East Lansing, Michigan.

Feiman-Nemser, Sharon, (2001), From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching, Executive Summary, Teachers College Record, Volume 103, Number 6

Goodlad, John I. 1994 Educational Renewal: Better Teachers, Better Schools. San Fransisco, Josey-Bass, pp. 37.

Hord, S. (1997). Professional Learning Communities: What Are They and Why Are They Important: Issues About Change, Volume 6, Number 1

Ingvarson, L. (2002) Developing a National Standards Framework for the Teaching Profession. A paper prepared for the Ministerial Council on Education, Employment and Training task force on Teacher quality and Educational Leadership; ACER Policy Briefs, Issue 1, Australian Council for Educational Research, Victoria, Australia

Lynn , Susan (2001). Using the Teacher Career Cycle to Support Professional Growth and Development. In A Collection of White Papers. College of Education, Florida State University.

Marks, Veronica (2003). Ed. Hinds,Henry. OECS Generic Teacher Appraisal Scheme OECS Education Reform Unit, Castries, St. Lucia

Miller Errol. (1999). Teacher Development in the Caribbean. A paper presented at the Economic Development Institute (EDI) Conference held in Trinidad and Tobago, April 21 – 23, 1999

Morton, Joseph B., (2002), Professional Education Personnel of Alabama Handbook, Alabama State Department of Education, Montgomery, Alabama

Muhlenbeck, A. Verloop, N. Beijaard, D. (2002) Requirements for an Assessment Procedure for Beginning Teachers: Implications from Recent Theories on Teaching and Assessment. Teachers College Record Vol. 104.2 March 2002, pp 242-272. Teachers College Press.

OAS Hemispheric Project on Teacher Education. A report on Caribbean Sub-Regional Workshops, Royal Palm Hotel, Port of Spain, Trinidad. November 24 to December 3 2004.

Odell, Sandra J. and Huling, Leslie (2000); Conceptualizing Quality Mentoring; In S.J. Odell, L. Huling (Eds) Quality mentoring for novice teachers; Indianapolis: Kappa Delta Pi

OECS Education Reform Unit (OERU). (2000). Teachers' Work and Education Reform: Research Report. Eastern Caribbean Education Reform Project. Castries, St. Lucia: OECS Education Reform Unit/Education, Training, Technology and Management Consulting (TECSULT).

Penados, Filiberto, (2000), Teacher Education and Professional Development in Belize: Developments and Challenges, ICM Bulletin #49, International Commission on Mathematical Instruction

Poonwassie, D. H., (2005) Teacher Appraisal Instrument, Guidelines for Use, Consultant report, Ministry of Education, Government of St. Kitts and Nevis

The Education Alliance. (2005) Bridging the Achievement Gap. The Role of Professional Development for Teachers. Funding provided by the Claude Worthington Benedum Foundation

Two Paths to Quality Teaching: Implications for Policymakers An ECS Staff comparison of the positions of the National commission on Teaching and America's Future and the Thomas B. Fordham Foundation. Based on the debate between Linda Darling-Hammond and Chester E. Finn Jr. at the Spring Steering Committee Meeting of the Education commission of the States, March 26, 2000, Cheyenne, Wyoming. Downloaded from http://www.ecs.org

Villegas-Reimer, E and Reimers, L. (2000). The Professional Development of Teachers as Lifelong Learning: Models, Practices and Factors that influence it.

Wenglinsky, H. 2002,. How schools matter: The link between teacher classroom practices and student academic performance. Education Policy Analysis Archives, *10*(12). Retrieved from http://epaa.asu.edu/epaa/v10n12/

APPENDIX 1

FIGURES AND TABLES

Table 2: COMPETENCIES – ENTRY LEVEL, POST INTERNSHIP

ECCE	PRIMARY	SECONDARY
RECRUITMENT FOR INITIAL FORMATION possess the minimum qualifications - 4/ 5 CXC subjects [English compulsory] - Mature entry clause [working with children] - Other appropriate qualifications [pre-school auxiliary certificate.] - Medical exam/ drug test - Character reference /police record - School record of candidate - Community involvement will be an asset - Basic understanding of the characteristics of young children. - An expressed interest / prior experience in working with young children - _Orientation :- one month._ - General understanding of the philosophy and mission of ECCE - Opportunities to observe ECCE teachers in practice. - Hands on experience of daily routine at ECCE Centre.	**RECRUITMENT FOR INITIAL FORMATION** _PROFILE_ • Oral/written/comprehension language skills • Mathematical competences which can form a basis for preparation for teaching the primary Mathematics curriculum • Exposure to some areas of the subjects taught in the primary curriculum _Measure of achievement_ Minimum qualifications • 5 CXC passes (1/2/3) or equivalent to include – English – Mathematics – One subject from either a Natural or Social Science grouping _ATTITUDINAL PROFILE_ • Commitment to teaching • Involvement in activities leading towards community/nation building- service orientation • Positive attitude towards acceptable mores of the society • Positive attitude towards children • Positive attitude towards life-long learning Evidence of capacity for: • Critical thinking • Problem-solving	**RECRUITMENT FOR INITIAL FORMATION** • Have basic academic qualifications with strong passes in the area of specialization • Demonstrate effective communication skills • Be service oriented individual- extra curricula activities • Display acceptable social skills – deportment, punctuality • Demonstrate critical and analytical skills • Open-mindedness- willingness to learn • Be child-oriented • Demonstrate an awareness of world events and current affairs

POST-ORIENTATION PHASE *Knowledge* - Basic understanding of the philosophy and mission ECCE. - Basic understanding of daily routine . - Basic understanding of learning environment. - SKILLS - Basic observation skills. - Communication skills - Interpersonal skills ATTITUDES - An appreciation of the complexity of the ECCE field. - Demonstrates a sense of responsibility for the education of children	• Ability to handle volume of work simultaneously *Measure of Achievement* • Interviews that are structured to probe identified attitudes/skills • Psychological testing • Character references/police records *Other Considerations* • Evidence of Medical fitness including drug free status • Accommodates non-traditional qualifications e.g. procedures for mature entry and for establishing equivalence of qualifications	
RECRUITMENT INTO SERVICE *Planning* *Knowledge* - philosophy of ECCE - Understanding of ECCE. - principles of child development, learning theories. - models of ECCE programmes. - -organizing the learning environment to maximize learning - influence of family & community, culture - Assessment methods. *Skills* - decision making - Cater appropriately to the needs and	*POST INITIAL FORMATION* The planning process should be informed by a knowledge of: 1. Lessons planning 2. Curriculum- subject and grade level 3. Understanding of how children develop 4. Subject content 5. Characteristics of the class in question- multiple intelligences and other diversities 6. Appropriate pedagogical strategies 7. Assessment strategies 8. Technological literacy 9. Motivational strategies 10. Ability to articulate achievable and meaningful objectives 11. Research skills for accessing new	***POST INITIAL FORMATION*** ***Planning*** Individuals should be able to: 1. Identify and structure content (based on scope, sequence, depth and continuity 2. Diagnose students prior knowledge and achievement 3. Cater for the individual needs of students 4. Select and state appropriate general and specific objectives which are achievable and measurable 5. Provide appropriate assessment strategies for an effective lesson delivery 6. Identify appropriate evaluation which match stated objectives 7. Demonstrate knowledge of learning

learning styles of children. - critical thinking - interact effectively with colleagues *Attitudes* - Tolerance & respect for others. - Sense of appropriate values. - Respect for diversity. - Empathy for students.	information 12. Ability to identify and select appropriate material to meet objectives of lesson and grade level 13. Understanding of the policies and legal issues which affect the school and their employment and the education system as a whole	theories
Teaching *Knowledge* - demonstrate current knowledge of integrated learning experiences - Implement instruction based on knowledge of children's needs, learning, theories, and subject matter. - health and wellness. - keeping records - methods of assessment/ formal & informal. - understands various formal & informal assessment strategies & use them to support the continuous development of all children *Skills* - nurturance - creative - flexibility - use a variety of adequate, appropriate resources. - use a variety of age appropriate strategies to promote learning and development - select, construct assessment strategies to assess children's progress-diagnose	*Teaching* 1. Integrating knowledge between areas of the curriculum 2. Making knowledge relevant to life experiences 3. Catering to diversity 4. Adopting creative and appropriate strategies to deal with the disruptive student 5. Pedagogical techniques • Questioning skills • Introductory/developmental/culminating activities • Adapting curriculum to needs of the class • Making content developmentally appropriate e.g. to cognitive stages of students	*Teaching/Learning* 1. Execute/utilize a variety of teaching/learning experiences 2. Use cooperative learning strategies 3. Questioning techniques to evoke thinking and elicit appropriate responses 4. Adapting to changing situations and circumstances 5. Manage the teaching/learning activities (Classroom management, pacing, conducive climate 6. Foster a conducive climate for learning and respect for a variety views

student learning & development & use information to inform practice. - maintain accurate & ethical records of children's work. *Attitudes* - demonstrating emotional sensitivity towards children - respect for others. *Professionalism* - *Risk –taker- one who is willing to try new ideas and encourage children to be risk takers.* - *Committed to lifelong learning.* - *Adheres to a code of ethics in relation to the profession*		
	Assessment 1. Use of a variety of assessment strategies 2. Ability to develop appropriate rubrics for assessment of tasks and stated objectives 3. Ability to use assessment for diagnosis and formative developmental purposes 4. Management of student records 5. Design assessment at appropriate levels of difficulty 6. Involving students in the assessment process	*Assessment* 1. Construct valid and fair tests and assignments 2. use a variety of forms of/approaches to assessment to measure students' performance and patterns of behavior 3. engage in self assessment/reflection 4. Provide meaningful and timelyfeedback
	Evaluation 1. Critical reflection of practice 2. Ability to meaningfully utilize reflection for	

	further planning and practice *3.* Willingness to utilize peer evaluation	
	RECRUITMENT INTO SERVICE 1. Increased confidence in display/use of skills outlined above 2. Performance without supervision 3. Increased openness to further professional development 4. Greater ability to critique and adapt curriculum material 5. Greater willingness to be innovative and creative 6. Loyalty/commitment to the ethos and vision of the school and the wider education system	*RECRUITMENT INTO SERVICE* *Planning* 1. Knowledge of subject 2. Identify and structure content 3. Set learning targets 4. Design instruction to achieve specific learning outcomes 5. Develop appropriate assessment strategies *Teaching* 1. Manage classroom environment 2. Commitment to work 3. Work Collaboratively 4. Diagnose achievement, diversity 5. Demonstrate questioning techniques Assessment 1. Construct tests 2. Identify various forms of assessment 3. Engage in self-assessment and reflection 4. Provide feedback

Table 3: PROPOSED GENERIC STANDARDS FOR PRIMARY AND SECONDARY LEVELS OF TEACHING

DOMAINS	STANDARDS	PERFORMANCE INDICATORS	DESCRIPTORS
PLANNING AND PREPARATION	**I** The teacher demonstrates the ability to execute Long/short range planning and preparation for teaching and other tasks	The Teacher: 1.1 Selects long/short range goals and objectives appropriate to the context, age and cognitive level of the learners, content to be taught	The Teacher: 1.1.1 Selects appropriate long range goal/ and objectives from local curriculum guides and resources**.** 1.1.2 Selects/states and sequences short term objectives appropriately 1.1.3 Selects objectives/goals which are appropriate and achievable for the learners 1.1.4 States objectives/goals clearly 1.1.5 Selects/states foals/objectives which reflect various cognitive and affective levels
		The Teacher 1.2 Demonstrates a knowledge and understanding of children	The Teacher: 1.2.1 Caters for the Chronological age and level of maturity of the learners 1.2.2 Caters for the economic and social background of the learners 1.2.3 Caters for the prior knowledge and skills of the learners 1.2.4 Caters to diversity in learning styles
		1.3 Selects appropriate content	The Teacher: 1.3.1 Selects content which is appropriate to the objectives and the learners' level 1.3.2 Selects content which is meaningful to the learner 1.3.3 Selects accurate content 1.3.4 Selects content which is integrated with relevant subject areas
		1.4 The Teacher identifies appropriate teaching methods /strategies/activities	The Teacher: 1.4.1 Selects methods/strategies/activities which match the objectives of the lesson and grade level of the learner

			1.4.2 selects teaching methods/strategies/activities which cater to the individual differences among the learners 1.4.3 selects a variety of methods/strategies/activities 1.4.4 selects assessment strategies which are appropriate to the objectives, age level and learning styles of the learners 1.4.5 Selects assessment strategies which are varied
		1.5 The teacher selects and prepares appropriate Resources and materials	The teacher: 1.5.1 selects resources that are appropriate to the objective of the lesson/unit, age level and learning styles of the learners 1.5.2 selects a variety of resources and materials 1.5.3 caters for equitable and effective student access to technology and resources 1.5.4 Ensures that equipment and other teaching aids work 1.5.5 Plans for effective distribution of resources
LEARNING/CLASSROOM ENVIRONMENT	**II** The teacher creates a learning/classroom environment which maximizes learning and various types of interaction	2.1 The teacher manages instructional time effectively	The teacher: 2.1.1 Begins and ends instruction promptly. 2.1.2 Maximizes instructional time 2.1.3 Efficiently disseminates teaching/learning materials 2.1.4 Handles learner digressions effectively and efficiently 2.1.5 Maximizes learner time on task 2.1.6 Conducts lessons in a business-like manner
		2.2 The teacher manages student behavior effectively	The teacher: 2.2.1 establishes rules and procedures 2.2.2 consistently and fairly monitors and

				enforces rules and procedures
				2.2.3 Anticipates conditions which can lead to learner misbehavior
				2.2.4 Uses intervention strategies appropriately and effectively
				2.2.5 uses verbal and non-verbal strategies effectively to control learner behavior
				2.2.6 Rewards appropriate learner behavior
				2.2.7 Encourages learner self discipline
			2.3 The teacher organizes physical space attractively and efficiently	The teacher: 2.3.1 arranges classroom space in a manner which maximizes learning and interaction 2.3.2 Makes the classroom space attractive 2.3.3 Arranges furniture to facilitate the execution of activities
			2.4 The teacher promotes positive classroom interaction of all kinds	The teacher: 2.4.1 encourages active and equitable student participation 2.4.2 encourages learner/learner, and learner/teacher interaction 2.4.3 fosters respect between learners and learners and between learner and teacher 2..4.4 establishes and maintain effective positive rapport with learners 2.4.5 encourages learners to work collaboratively 2.4.6 encourages and uses learners' contributions, questions and ideas 2.4.7 shows empathy for learner needs and concerns
			2.5 The teacher encourages the development of a culture of learning in his/her classroom.	The teacher: 2.5.1 encourages learners curiosity and enquiry 2.5.2 motivates students to strive to produce work of high quality

			2.5.3 communicates confidence in the learners' ability to learn 2.5.4 encourages independent learning 2.5.5 encourages critical thinking 2.5.6 Communicates high expectations of student performance
INSTRUCTION/TEACHING	**III** The teacher executes teaching/instruction in a manner which demonstrates a sound knowledge of psychological principles, subject matter, pedagogy and assessment	3.1 The teacher uses a variety of strategies to orient learners to the lesson	The teacher: 3.1.1 gains learners' attention 3.1.2 states the purpose of the lesson 3.1.3 links lesson with previous and future learning 3.1.4 States the skills to be mastered
		3.2 The teacher demonstrates excellent 3.3 communication skills	The teacher: 3.2.1 gives clear directions for the achievement of lesson tasks 3.2.2 Speaks clearly, correctly and coherently 3.2.3 writes clearly, correctly and coherently 3.2.4 explains concepts and procedures clearly 3.2.5 encourages learners to speak and write clearly, correctly and coherently 3.2.6 Encourages learners to develop appropriate vocabulary
		3.3 The teacher uses a variety of strategies to enable the lesson to progress logically and smoothly in order to maximize learning	The teacher: 3.3.1 presents concepts in a logical and sequential manner 3.3.2 questions the learner effectively 3.3.3 effects a smooth transition form one phase of the lesson to another 3.3.4 Allows for a progressive development of concepts. 3.3.5 Uses planned resources effectively and appropriately 3.3.6 demonstrates flexibility and

				responsiveness in the use of unplanned teaching opportunities 3.3.7 maintains learner interest in the lesson
			3.4 The teacher uses effective strategies of lesson closure	The teacher: 3.4.1 provides for practice and consolidation of new skills and concepts 3.4.2 provides opportunities for practice and consolidation outside the classroom 3.4.3 provides review at appropriate point in the lesson 3.4.4 uses appropriate techniques to summarize and bring the lesson to a close
			3.5 The teacher demonstrates a sound knowledge of subject matter and pedagogy	The teacher: 3.5.1 Uses accurate and up-to-date information 3.5.2 responds accurately to the learners questions 3.5.3 helps learners to interconnect concepts, ideas and skills 3.5.4 uses differentiated instructional strategies appropriate to learner diversities 3.5.5 uses planned instructional strategies effectively 3.5.6 uses learner feedback appropriately
			3.6 The teacher demonstrates an understanding of Assessment principles, strategies and procedures	The teacher 3.6.1 monitors learner progress throughout the lesson 3.6.2 Uses a variety of assessment strategies 3.6.3 Uses assessment strategies which are consistent with the lesson objectives 3.6.4 provides student feedback as appropriate 3.6.5 uses assessment data to determine achievement of objectives

			3.6.6 uses assessment data to determine individual student achievement 3.6.7 Uses assessment data to modify instruction and to re-teach if necessary.
PROFESSIONALISM	**IV** The teacher demonstrates a high level of professionalism in the way he/she executes teaching and other tasks, and interacts with administration, colleagues and other stakeholders in the education enterprise.	4.1 The teacher undertakes professional development activities	The teacher: 4.1.1 demonstrates a willingness and ability to reflect on their practice 4.1.2 participates in professional organizations 4.1.3 participates in school and Ministry of Education professional activities 4.1.4 undertakes formal and accredited courses of study to improve professional qualifications, knowledge and skills 4.1.5 Uses ideas from professional journals, websites, internet dialogue with colleagues, and professional organizations to improve teaching
		4.2 The teacher undertakes leadership roles at the school and system levels	The teacher 4.2.1 initiates activities and projects at the school/system level 4.2.2 participates in collaborative decision making in the school 4.2.3 conducts workshops at the school and school system levels
		4.3 The teacher adheres to expectations of the teaching profession	The teacher: 4.3.1 has read Ministry of Education and school policy documents 4.3.2 executes teaching and other tasks in a businesslike manner 4.3.3 is punctual and regular 4.3.4 adheres to personnel policies and

			procedures
		4.4 The teacher develops professional relationships with colleagues, and the wider community	The teacher : 4.4.1 communicates with Administration, colleagues, learners and the wider community as necessary 4.4.2 encourages parents to participate in school activities 4.4.3 participates in parent conferences 4.4.4 participates actively in Parent/Teacher association activities 4.4.5 works collaboratively with colleagues for the improvement of the school 4.4.6 develops a relationship with relevant institutions for the improvement of the school
		4.5 The teacher promotes teaching as a profession	The teacher: 4.5.1 abides by the ethics and values of the profession 4.5.2 treats confidential information in a professional manner 4.5.3 models professional behavior 4.5.4 works with other teachers to promote teaching as a profession 4.5.5 mentors other teachers

Table 1: Stages of Teacher Development

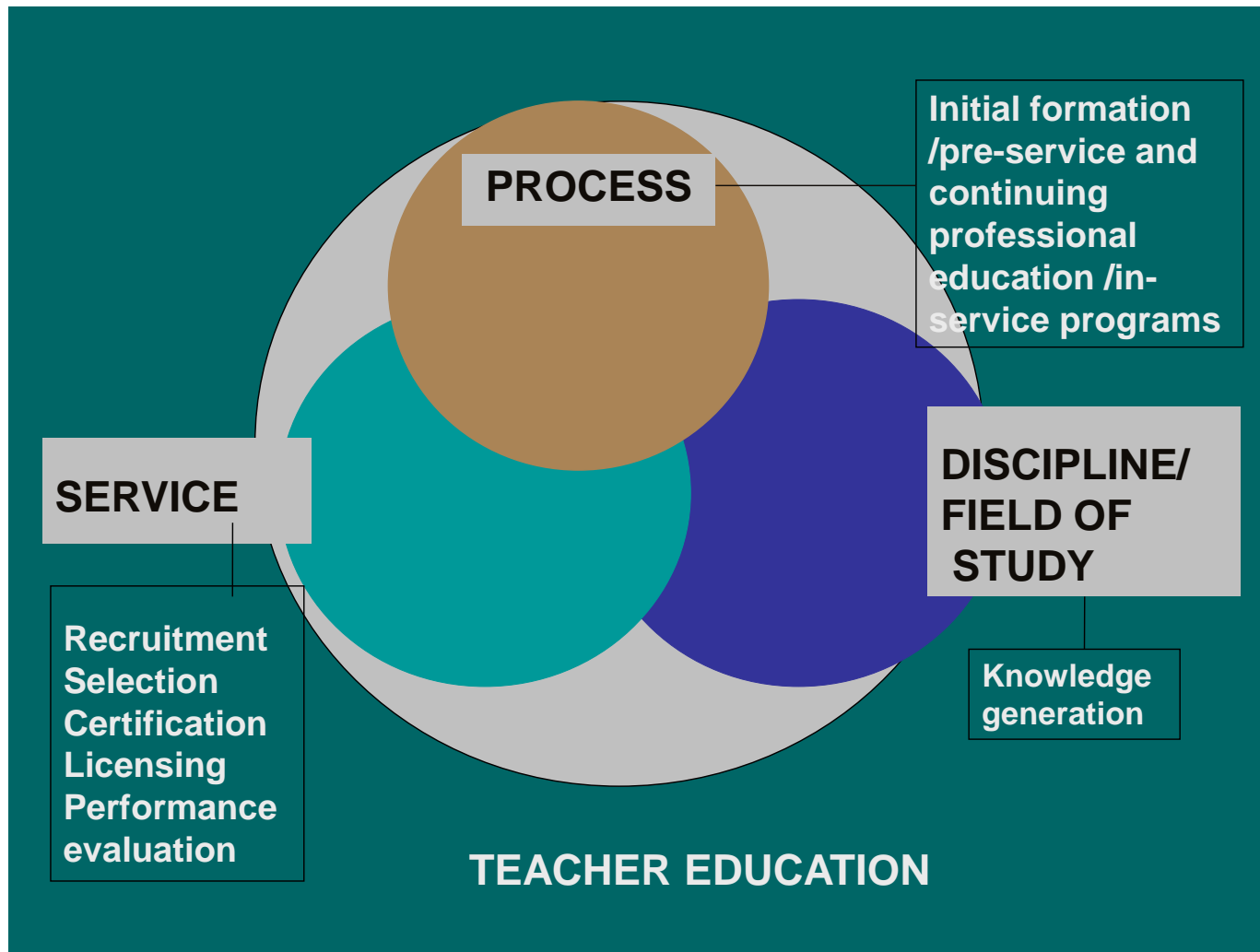|	LEVEL		PERFORMANCE CHARACTERISTICS
	Berliner	**Leithwood**	
Stage 1	Novice	Developing survival skills	➢ Basic classroom management skills ➢ Limited knowledge and use of pedagogical models ➢ Assessment of learning goals mainly summative ➢ Limited knowledge and use of pedagogical approaches ➢ Assessment of learning mainly summative and not always matched to instructional goal ➢ Knowledge is mainly theoretical
Stage 2	Advanced Beginner	Becoming competent in the basic skills of instruction	➢ Begins to use experience to guide decision-making. ➢ Classroom management skills well developed ➢ Uses different pedagogical models ➢ Begins to use formative assessments ➢ Begins to link instructional goals and assessment
Stage 3	Competent	Expanding instructional flexibility	➢ High level of confidence ➢ Greater control of instructional decisions ➢ Experiments with various teaching models ➢ Concern for maintaining student interest ➢ Assessment is varied and covers a range of instructional goals
Stage 4	Proficient	Acquiring instructional expertise	➢ Automatic teaching ➢ Use experience to manage new teaching situations successfully ➢ Uses instruction to manage classroom ➢
Stage 5	Expert	Contributing to the growth of colleagues' instructional expertise	➢ Effortless and seamless teaching ➢ Reflective ➢ Can coach or mentor colleagues ➢ Creative teaching
Stage 6		Participating in educational decision making	➢ Exercises leadership ➢ Knows educational policies

TABLE 4: SAMPLE OF POSSSIBLE STANDARDS FOR THE PRE-SERVICE PREPARATION OF EARLY CHILDHOOD TEACHERS

DOMAINS	STANDARDS
A. Core knowledge of ECCE	The Teacher A.1. must become familiar with the history, philosophy, mission and goals of ECCE A.2. articulate basic understandings of the philosophical, sociological underpinnings of ECCE A.3. demonstrate understanding of the theoretical underpinnings of ECCE and their connection to practice A.4. Communicate information about the philosophy and theories of ECCE and their practical applications
B. Child Growth and Development	The teacher: B.1. Displays basic knowledge of the typical stages of child growth and development; and awareness of exceptions to the general pattern B.2. Demonstrate knowledge of Child growth and development, is aware of exceptions and can apply this knowledge to a limited extent in practice B.3. Demonstrates knowledge of child growth and development to construct learning opportunities that support the holistic development of the child. B.4. Continuously seeks to update knowledge of child growth and development and apply this knowledge to enhance learning experiences
C. Foundations of education and learning in ECCE environments	C.1. become familiar with range of curricula used at the ECCE level C.2. Demonstrate current knowledge of integrated learning experiences C.3. Select and design developmentally appropriate learning experiences aligned with the goals of ECCE C.4. Plan, implement and evaluate integrated learning experiences aligned to the goals of ECCE

Table 7: INDICATORS AND EVIDENCE GATHERING PROCEDURES

OB – observation
TI – Teacher Interview
P – Portfolio
PDP – Professional development Plan

COMPETENCIES Indicators	OB	TI	P	PDP
1.0 PREPARATION FOR INSTRUCTION				
1.1 Selects long/range goals and short term measurable objectives		X		
1.2 Demonstrates adequate knowledge of students		X		
1.3 Selects appropriate content		X		
1.4 Identifies various teaching methods/strategies/activities		X		
1.5 Selects and prepares appropriate resources	X	X		
2.0 LEARNING/CLASSROOM ENVIRONMENT				
2.1 Manages instructional time effectively	X			
2.2 Manages student behavior skillfully	X			
2.3 Organizes physical space	X			
2.4 Encourages positive classroom interaction	X			
2.5 Fosters a culture of learning	X			
3.0 INSTRUCTION/TEACHING				
3.1 Orients students to the lesson	X			
3.2 Demonstrates effective communication skills	X		X	
3.3 Lesson Development	X			
3.4 Closure (Practice and summarization)	X			
3.5 Demonstrates knowledge of Subject Matter and Pedagogy	X	X		
3.6 Assessment of student performance	X	X		
4.0 PROFESSIONALISM				
4.1 Undertakes professional development activities			X	X
4.2 Undertakes leadership roles at the school and system levels	X	X		
4.3 Adheres to the expectations of the profession	X			
4.4 Develops professional relationships with colleagues and the wider community	X	X		
4.5 Promotes teaching as a profession	X	X		

PROCESS

Initial formation /pre-service and continuing professional education /in-service programs

SERVICE

Recruitment
Selection
Certification
Licensing
Performance
evaluation

DISCIPLINE/ FIELD OF STUDY

Knowledge generation

TEACHER EDUCATION

Fig. 1   Dimensions of Teacher Education

Fig. 2: A SYSTEMS MODEL FOR TEACHER EDUCATION (Mark, P. 1980)

INPUT

- Prospective and practicing teachers
- Prospective and practicing teacher educators
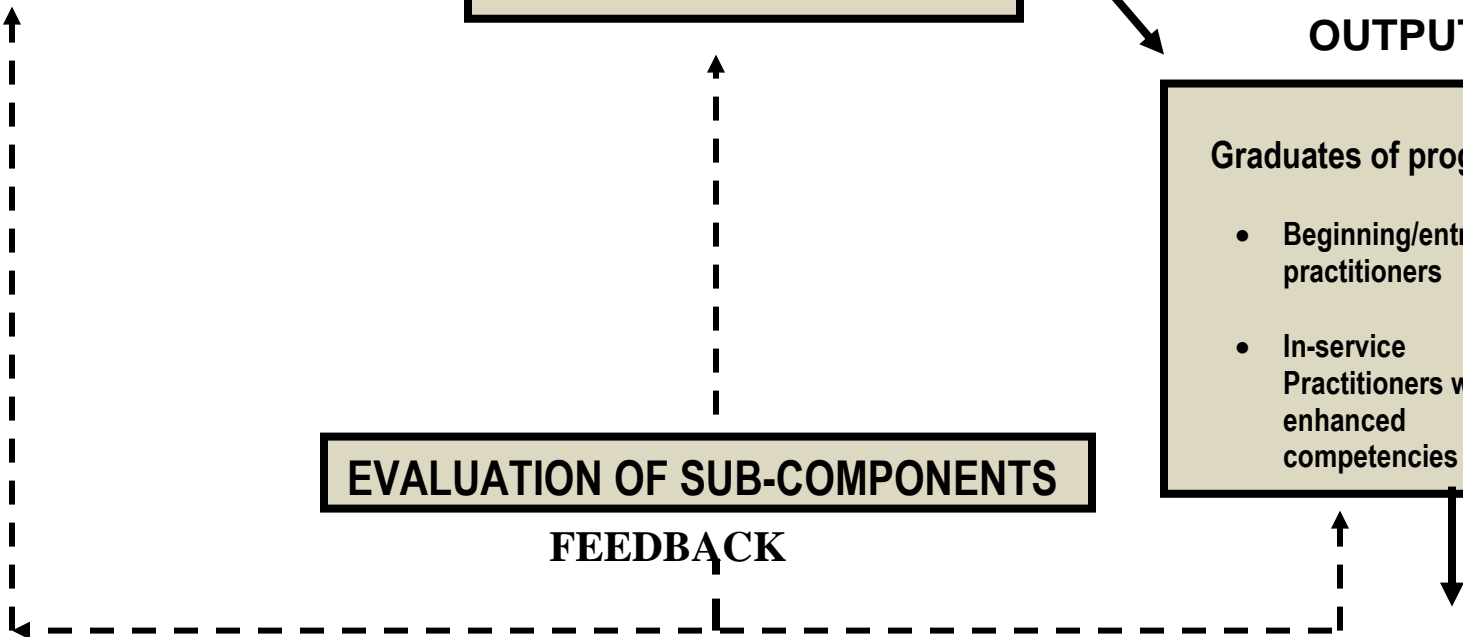- Curriculum / Programs
- Facilities
- Resources

PROCESS

- Methodology and delivery of programs
- Activities and experiences of participants in programs

OUTPUT

Graduates of programs

- Beginning/entry level practitioners
- In-service Practitioners with enhanced competencies

EVALUATION OF SUB-COMPONENTS

FEEDBACK

Figure 3