

# **Operationalising the National Teacher Education Assessment Policy**

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# Operationalising the National Teacher Education Assessment Policy

## Introduction

The NTEAP represents a fundamental shift in assessment practices. This is from a system based on summative assessment of student teachers work to one which is driven by student teacher performance (Performance Based Assessment).

The NTEAP arguably represents the greatest and most important change required to ensure the achievement of the Teacher Education Reform. This achievement will mean improvements in students' learning outcomes and life chances. The operationalisation of the NTEAP will require ongoing investment in physical, fiscal and human resources to ensure success.

## Contents of the Document

- A. Clarification of issues of ambiguity in the NTEAP
  - B. The NTEAP Operationalisation Plan
- Additional documents
- I. The new Annex 6 of the NTEAP Toolkit: Course Assessment Components.
  - II. The new Annex 7 of the NTEAP Toolkit, NTEAP Quality Assurance
  - III. KNUST: action plan and guidance to NTEAP Operationalisation
  - IV. UDS: action plan and guidance to NTEAP Operationalisation

## A. Clarification of issues of ambiguity in the NTEAP

Below are the key issues from the NTEAP raised as requiring clarification. This list is seen as dynamic, to be developed further as implementation progresses.

1. **Weighting of assessment components** 6.2.2 Clarification was sought regarding the weighting of assessment components. STS in each year is assessed out of 100%. STS constitutes 30% of the marks attributed in the B.Ed. programme overall and not in each course. The internal assessment of STS shall be monitored and overseen by the STS committee (7.6) and the Quality assurance unit (7.6 & 9.0). The mentoring university will send in a team of representatives (7.3) from the mentoring university and affiliated CoE to moderate all assessments. The focus should be to review all student teachers assessed work based on a representative sample. *This clarification can be found in the new Annex 6 of the NTEAP Toolkit: Course Assessment Components.*
2. **STS assessment weighting** is presented in Table 1, NTEAP, as credits per semester. Clarification was requested as to what STS weighting looked like as % of assessment weightings for each year of the programme and how the 30% weighting overall was achieved. Clarification of this will be added as a footnote in Annex 2 of the Toolkit and is set out below.

### Weighting of Supported Teaching in School (STS) in the B.Ed. Programme

Credits for Supported Teaching in School (STS) is 48 of 165 credits in the B.Ed. Programme. This equates to 29.5% of overall weighting of the programme. To reflect the increasing emphasis on STS through the four years of the B.Ed. the overall % weighting increases year on year.

| <b>Table 1: STS Weightings</b>             |            |            |              |             |
|--|------------|------------|--------------|-------------|
| <b>STS as % weighting of B.Ed. by year</b> |            |            |              |             |
| <b>Year</b>                                | <b>One</b> | <b>Two</b> | <b>Three</b> | <b>Four</b> |
| Credits per year                           | 6 of 42    | 9 of 45    | 12 of 42     | 21 of 36    |
| % of Weighting of Year                     | 14%        | 20%        | 28%          | 58%         |

| <b>% Weighting of STS components by year</b> |            |            |              |             |
|--|------------|------------|--------------|-------------|
| <b>Year</b>                                  | <b>One</b> | <b>Two</b> | <b>Three</b> | <b>Four</b> |
| <b>Portfolio</b>                             | 45%        | 50%        | 35%          | 65%         |
| <b>Classroom Practice</b>                    | 45%        | 40%        | 50%          | 25%         |
| <b>Enquiry</b>                               | 10%        | 10%        | 15%          | 10%         |

3. **Progression from one level to another**, 6.2.4.3, clarification:
  - a. Loses a course means assessed as fail or inadequate
  - b. Student teachers are expected to pass all courses they take
  - c. In line with the spirit of the NTEAP, to pass a course student teacher must pass the continuous assessment components and the mid semester examination. They must also pass STS.
4. **Progression after second re-sit examination**, 6.2.4.4, clarification: all courses registered for by the student teacher at level 100, are general courses. As such a level 100 student teacher who fails any of these courses at the second supplementary assessment shall be allowed to progress to level 200 based on probation.
5. **The number of credits that can be failed before withdrawal** 6.2.5, clarification: this should be 12 credits instead of 13.
6. **Personal Tutor**, 7.6: Method of selection and operation of personal tutors:
  - a. shall be approachable,
  - b. keep students records in confidence
  - c. requires a comprehensive understanding of the NTEAP and NTS
  - d. has time allocated to work with a manageable group of students
7. **Continuous assessment components**. Clarification was requested regarding the two continuous assessment components. *This clarification can now be found in new Annex 6 of the NTEAP Toolkit: Course Assessment Components.*
8. **Ensuring smooth transition to consistent application of the NTEAP**. Clarification was sought on how to achieve smooth transition to NTEAP. The NTEAP sets out clear guidelines on the requirements for Mentoring universities and Institutions of Education to ensure effective operation of the NTEP. *The new Annex 7 of the NTEAP Toolkit, NTEAP Quality Assurance, brings these requirements together in one document for easy reference.*
9. **Management Information System (MIS)**. Clarification as sought of how the grading of the different assessment components can be managed. To ensure

accurate weighting aligned to the NTEAP and that student teachers achieve accurate scores universities will need to re-calibrate their MIS.

## **B. Plan for Operationalising the National Teacher Education Assessment Policy, with progress**

A meeting was held with representatives of the Universities and PRINKOF to discuss plans to the operationalising the NTEAP. At the meeting the key things which needed to be achieved through national collaboration were agreed. Table II below identifies what it was agreed needed to be done and identifies the progress made towards this.

At the meeting a template (Table III) was used by the universities to record their action plans. The completed templates provides an opportunity for further development of the University / CoE Road Maps to incorporate the implementation of the NTEAP. The action plans of KNUST and UDS have been attached with this document. Universities were advised they would need to present their NTEAP action plans and details of progress at the NIST meeting in February.

| <b>Table 1: Action Plan of Collaborative Work towards implementations of NTEAP</b>   |                            |              |  |
|--|----------------------------|--------------|--|
| <b>What</b>  | <b>Who</b>                 | <b>when</b>  | <b>Progress</b>  |
| <ul style="list-style-type: none"> <li>T-TEL to table draft plan and overview of what is required.</li> </ul>  |                            | January 2020 | <b>Achieved.</b> Beginning of January 2020   |
| <ul style="list-style-type: none"> <li>Meeting of universities and PRINCOF to confirm NTEAP requirements and produce guidance on how to operationalise the policy, especially with regard to the continuous assessment components. NCTE and NAB should be represented</li> </ul> | Universities, NCTE, NAB    | January 2020 | <b>Achieved.</b> Wk./of 14 <sup>th</sup> January * <i>see below for template</i><br>5 universities, CoE representatives, and TTEL zonal team attended meeting. <ul style="list-style-type: none"> <li>Key requirements of the policy were discussed and steps to operationalizing the NIST outlined</li> <li>Universities began developing action plans and guidelines for Implementation of the NTEAP using planning template</li> <li>Agreement that the universities would report on these plans and their progress towards achieving them at the next NIST meeting</li> </ul>  |
| <ul style="list-style-type: none"> <li>Writing NTEAP PD sessions for CoE tutors</li> </ul>   | Curriculum writing leads + | January 2020 | <ul style="list-style-type: none"> <li>Achieved. Wks. of 20<sup>th</sup> and 27<sup>th</sup> January.</li> <li>Two PD sessions written and ready for delivering in universities for affiliated CoE: PDC, subject leads and assessment coordinators</li> <li>These two sessions be delivered before semester two begins in CoEs for tutors and CoE leadership to embed the NTEAP in practice.</li> <li>Annex 6: Course Assessment Components created and added to the NTEAP Toolkit</li> <li>Key outcome of the session with PDC/ subject leads and assessment coordinators will be outlines for the continuous assessment components for year one semester two: Subject Portfolio and Subject Project in each subject</li> <li>An additional session for CoE PDC, subject leads and assessment coordinators proposed to be run in all CoE for student teachers, with their tutors to orientate them to the changes to NTEAP and implications for assessment. This briefing to happen before the first lesson of each subject – March 2020</li> <li>First lesson in each subject to introduce the course outcomes and inform students of the three course assessment components.</li> </ul> |
| Identification of ambiguities requiring clarification in the NTEAP and writing clarification and guidance document   | Curriculum writing leads + | January 2020 | <b>Achieved.</b> Wks. of 20 <sup>th</sup> and 27 <sup>th</sup> January. <ul style="list-style-type: none"> <li>The first group of ambiguities identified with university and CoE colleagues and</li> <li>Clarifications document created and circulated with NIST papers</li> </ul>  |

|   |                       |  |   |
|---|-----------------------|--|---|
|   |                       |  | <ul style="list-style-type: none"> <li>This is a dynamic document added to as any further issues emerge during implementation</li> </ul>  |
| Revising continuous assessment components | Course manual writers | January 2020 onwards                     | <p><b>In progress:</b> from wk./of 23 January</p> <ul style="list-style-type: none"> <li>All course manuals being revised to incorporate the NTEAP</li> <li>Continuous assessment components being re-written for Year 1 to 4.</li> </ul> |
| Running assessment PD                     | CoE SL and PDC        | February 2020: pre start of semester two |   |

**Table III: Operationalising the National Teacher Education Assessment Policy (NTEAP): template for developing university /CoE road maps and action plans**

|           | <b>Focus (P references to the NTEAP)</b>   | <b>Guidance and Actions</b> | <b>Who</b> | <b>By date</b> |
|-----------|--|-----------------------------|------------|----------------|
| <b>1.</b> | <p><b><i>Policy outcomes and requirements understood, and the means of enacting them agreed between the university and the affiliated CoE</i></b></p> <ul style="list-style-type: none"> <li>• The weighting of assessment overall (P5)</li> <li>• Credits and time</li> <li>• Grading description, grading and degree classification (P8)</li> <li>• Progress, deferment, dismissal (P8/9)</li> <li>• Assessment Process (P9)</li> </ul>            |                             |            |                |
| <b>2.</b> | <p><b><i>Roles relating to internal continuous assessment and external summative assessment set out between CoE and Universities and means of enacting them agreed</i></b></p> <p>Assessment role</p> <ul style="list-style-type: none"> <li>• Planning end of semester exams</li> <li>• Continuous assessment components</li> <li>• STS nb mentor training / partner schools</li> <li>• Monitoring, marking, feedback to ST (P10 and 16)</li> </ul> |                             |            |                |
| <b>3.</b> | <p><b><i>Wider roles and responsibilities understood and processes for enacting them agreed, including quality assurance and monitoring ( P12-15):</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Education Institutions (Leaders, lecturers, tutors, personal tutors)</li> <li>• The partner schools (Lead mentor , mentors)</li> <li>• The student teacher</li> <li>• Other stakeholders</li> </ul>                                  |                             |            |                |
| <b>4.</b> | <p><b><i>Assessment of continuous assessment components is operated according to NTEAP for each course for each semester</i></b></p> <ul style="list-style-type: none"> <li>• Subject Projects</li> <li>• Subject Portfolios</li> </ul>  |                             |            |                |
| <b>5.</b> | <p><b><i>Assessment of STS is operated according to NTEAP with three components: Portfolio, enquiry, classroom practice, STS tutors prepared and can use criteria and NTS Grade descriptor (P 12/annex 2 for Portfolio, enquiry and classroom practice assessment grids for four years)</i></b></p>  |                             |            |                |

|    |   |  |  |  |
|----|---|--|--|--|
| 6. | <b><i>The universities' academic calendar is revised in line with the NTEAP: end of semester exams and two continuous assessment components</i></b>   |  |  |  |
| 7. | <b><i>Time line agreed for identifying personal tutors for student teachers and steps to prepare them to assume role as defined in NTEAP, including assessing overall progress of the student teacher using NTS Grade Descriptor Grid (P61)</i></b> |  |  |  |
| 8. | <b><i>Time scale and process for course manuals up-date for year one and two, all assessment components to align to NTEAP with Project, portfolio and examination</i></b>   |  |  |  |
| 10 | <b><i>Additional key points, potential barriers and support</i></b>   |  |  |  |

## C. Additional documents

### Annex 6: Course Assessment Components (DRAFT)

This annex provides detail of the course assessment components of the B.Ed. and guidance on how to support and assess students in undertake the two continuous assessment components.

#### ***6.1 Overview of B.Ed. assessment***

The diagramme below shows of the overall assessment of student teachers in the B.Ed. Annex 6 provides guidance for student teachers and tutors on creating and assessing subject portfolios and subject projects.

Figure x : Assessment overview

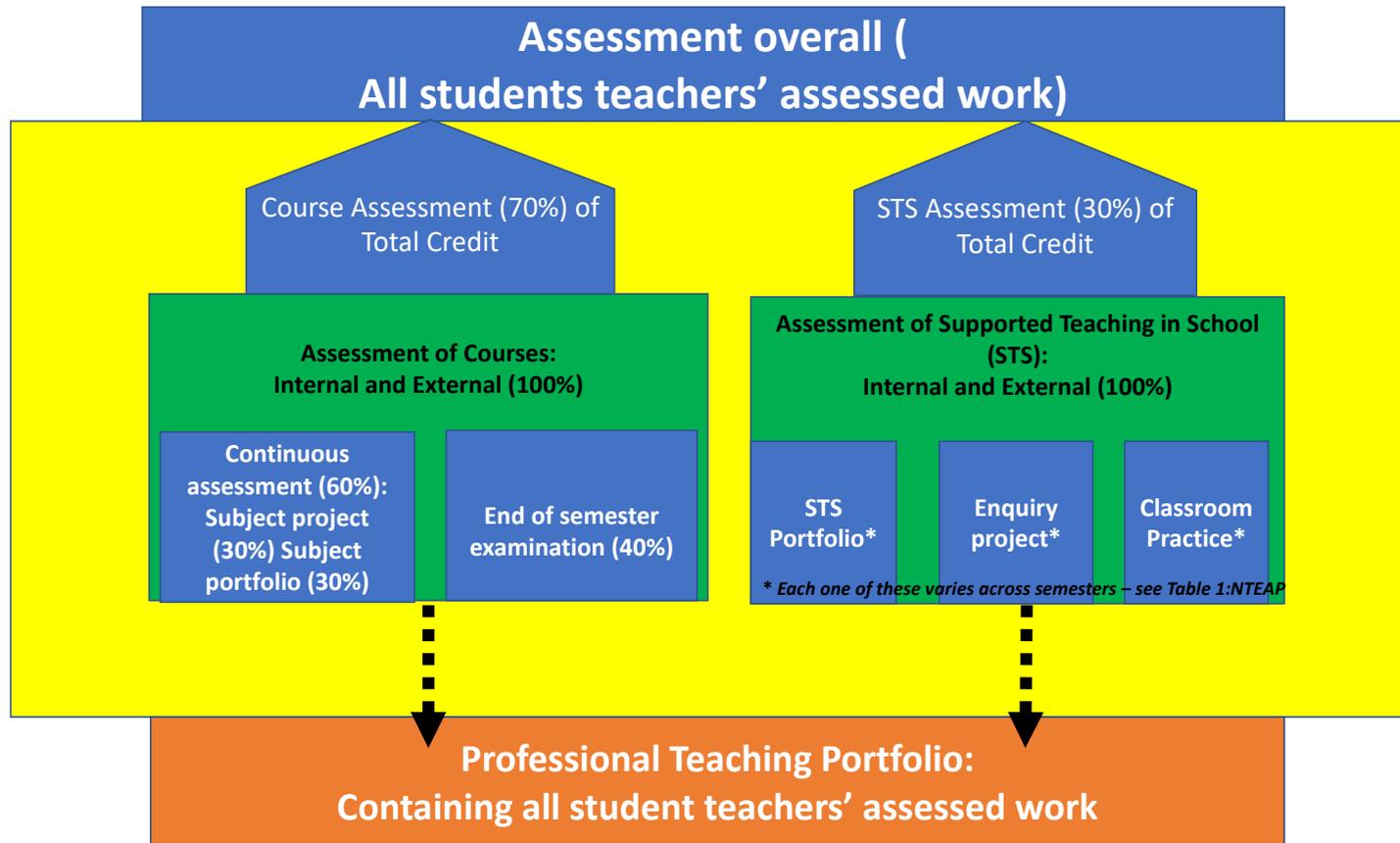


Fig. 1

The three assessment components for each course are

- Component 1, continuous assessment, subject portfolio - 30%
- Component 2: continuous assessment, subject project -30%
- Component 3: summative assessment, end of semester exam. - 40%

Each course assessment component needs to :

- be introduced to student teachers in the *first lesson of each semester*
- be prepared for in lessons to support student teachers in completing them
- assess student teachers' knowledge and understanding of the course learning outcomes
- reference the NTS in full as the main criteria for assessment
- identify aspects of the Basic School Curriculum to be assessed
- reflect the key messages of the B.Ed.: integrate: subject knowledge and pedagogy, equity and inclusion, cross cutting issues and core values skills and values

## **6.2 Subject Portfolio**

### **Features of the Portfolio**

There will be a subject portfolio for each subject. The subject portfolio will be developed and assessed course by course through each of the four years of the B.Ed. It is assessed at end of each semester.

#### *Definition:*

The Subject Portfolio is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress through examples of his or her best work.

#### *Purpose of the subject portfolio:*

- It provides evidence of student teachers' developing skills, knowledge and understanding in relation to the Course Learning Outcomes, the NTS and of their ability to reflect on their learning and progress. This enables their progress within a semester and across each year of the B.Ed. to be assessed and supported
- It provides a way of collecting pieces of work produced during and between students' lessons, through independent and collaborative study
- It builds up a collection of resources and materials for the student teacher to use to support their teaching, learning and further studies
- It familiarises student teachers with the concepts and processes associated with creating and assessing portfolios which are an assessed component of work in the Basic School Curriculum
- It supports student teachers' development as reflective practitioners who are able to reflect on and evaluate their own and their students' learning, a key requirement of the NTS and B.Ed. (see annex 5 NTEAP Toolkit)

### *Contents of the subject portfolio*

- Each subject portfolio will contain five items:
  - **3 items of work selected by student teachers** during the semester as best examples of their progress
  - **a mid semester assessment** of student teacher's ability to demonstrate and apply their knowledge and understanding of the CLO and NTS, and of the Basic School Curriculum. The assessment can be: a case study, a reflective paper, presentation or a quiz
  - **a reflective journal** where the student teacher demonstrates developing skills and techniques of reflection, evaluation and analysis to evidence their progress and learning
    - there should be four entries in the journal one for each item selected by the student teacher and one overall reflection
    - each entry should be no more than 400 words
    - student teachers should reflect on what they have learnt from developing each item and implications for their practice as they relate to achieving to the CLOs, the NTS, understanding of the Basic School Curriculum and their developing skills in: ICT, equity and inclusion, core and transferable skills,
    - the final entry is student teachers' overall reflection on their learning and progress, including why it is important to their development as a teacher and ability to support students' learning. It should include reflection on personal targets, key strengths, areas for development and targets for their progress in the subject.
- Student teachers should have the opportunity to present reflections on their portfolios for peer discussion.

### ***Process for developing the subject portfolio***

- At the beginning of each semester tutors should
  - outline the requirements and purpose for the portfolio
  - provide a list of items, to be developed in lessons and through independent study, that could be included in the portfolio
  - provide the assessment criteria
  - provide the structure for the portfolio
  - identify the time period the portfolio will cover and submission date
- The student teacher
  - selects three items for the portfolio developed during the semester
  - reflect on each item using the assessment criteria to decide if it provides a good example of their progress and learning.
  - Needs to be able to explain their choices.

### **Assessment of the Portfolio**

- Portfolio should be assessed using the **Subject Portfolio Template and Rubric for Subject Portfolio Assessment, see below**, which should be shared with student teachers.
  
- *Weighting of assessment in the subject portfolio*
  - **Each of the three items selected by the student teacher 10%**
  - **Reflective Journal\* 40%**
    - For each item they select Student teachers' reflection on
      - progress against identified NTS
      - achieving CLO
      - increased knowledge and understanding of the Basic School Curriculum
      - how they could have approached developing the item differently to achieve a better outcome
    - Students teachers' overall reflection on their learning and progress
    - Students teachers' reflection on areas of strength, areas for development and next steps
  - **Presentation and organisation of portfolio 10%**
  - **Mid semester assessment 20%**

**Table IV: Subject Portfolio Assessment Template and Rubric**

#### **Subject Portfolio Template and Rubric for Assessing the Subject Portfolio**

##### **Subject Portfolio,**

- overview of content of items for the portfolio and
- tutor's/assessor's comment sheet
- rubric for subject portfolio assessment

**Subject:**

**Year and semester:**

**Date for submission of the subject portfolio:**

**Student teachers' name:**

**This assessment sheet should be included in the front of the subject portfolio**

The items in the portfolio will be created by student teachers in lessons and in independent study between lessons. The work may be either collaborative or individual. Student teachers will select the first three items in the portfolio from a list provided by the tutor

| Item | Guidance for student teachers on producing the items to be included in the portfolio   | Tutor's/ Assessor's Comment | NTS, Year one: <i>beginning to understand</i> | CLO/s | Mark Out of: | Mark |
|------|--|-----------------------------|---|-------|--------------|------|
| 1.   |  |                             |   |       | 10           |      |
| 2.   |  |                             |   |       | 10           |      |
| 3.   |  |                             |   |       | 10           |      |
| 4.   | Mid semester assessment: of student teacher's ability to demonstrate and apply their knowledge and understanding of the CLO and NTS, and of the Basic School Curriculum. The |                             |   |       | 20           |      |

|    |   |  |  |  |           |  |
|----|---|--|--|--|-----------|--|
|    | assessment can be: a case study, a reflective paper, a presentation or a quiz   |  |  |  |           |  |
| 5. | <p><b>Reflective journal</b><br/>The student teacher demonstrates beginning skills and techniques of reflection, evaluation and analysis</p> <ul style="list-style-type: none"> <li>• there should be four entries in the journal one for each item selected by the student teacher and one for overall reflection</li> <li>• each entry should be no more than 400 words</li> <li>• student teachers should reflect on what they have learnt from developing each item and the implications for their practice as they relate to achieving to the CLOs, the NTS, understanding of the Basic School Curriculum and their developing skills in: ICT, equity and inclusion, core and transferable skills,</li> <li>• The final entry is students teachers' overall reflection on their learning and progress, including why it is important to their development as a teacher and ability to support students' learning. It should include reflection on personal targets, key strengths, areas for development and targets for their progress in the subject.</li> </ul> |  | <p><b>1a. Critically and collectively reflects to improve teaching and learning</b><br/><b>1b. Improves personal and professional development through lifelong learning and continuous professional development.</b></p> |  | <b>40</b> |  |

|    |  |  |                                     |  |            |  |
|----|--|--|-------------------------------------|--|------------|--|
| 6. | <b>Organization of the portfolio</b> <ul style="list-style-type: none"> <li>• The portfolio can be presented in soft or hard copy or a mixture of both</li> <li>• Artifacts, such as TLMs, sketches and albums (TVET) may be photographed and labeled</li> <li>• There should be a table of contents and page numbering</li> <li>• It should be well structured and organized</li> <li>• There should appropriate use of written language, grammar spellings, punctuations and academic terminologies should be defined</li> </ul> |  | <b>3.n keeps meaningful records</b> |  | <b>10</b>  |  |
|    | <b>Tutors'/ assessors' overall comment and mark for the Subject Portfolio</b>  |  |                                     |  | <b>100</b> |  |

## Rubric for Subject Portfolio Assessment

| Assessment Ratings   | <b>3</b> Exceeds expectations   | <b>2</b> Meets expectations   | <b>1</b> Partially meets expectations   | <b>0</b> Does not meet expectations   | Score  |
|--|---|---|---|---|--|
| <p><b>Student teacher Selected Portfolio Items 1. Mastering expected Knowledge &amp; Skills: for the CLO, NTS, Basic School Curriculum</b></p> <p><i>Application of Learning</i></p> <p><b>Maximum Score: 10</b></p> | <p>The item demonstrates the student teacher has <b>mastered</b> the knowledge and skills for the course learning outcomes, NTS and Basic School Curriculum and can <b>apply them in practice</b></p> | <p>The item demonstrates the <b>acquisition</b> of knowledge and skills for the course learning outcomes, NTS and Basic School Curriculum, with <b>some ability</b> to apply them in practice</p> | <p>The item demonstrates the student teachers' ability to use the knowledge and skills for the course learning outcomes NTS and Basic School Curriculum in practice is <b>limited</b></p> | <p>The item provides <b>little or no evidence</b> of the student teachers ability to use knowledge and skills for the course's learning outcomes, NTS and Basic School Curriculum in practice</p> | <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">10-8</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px; margin-left: 100px;">7-6</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px; margin-left: 100px;">5</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px; margin-left: 100px;">4-0</div> |
| <p><b>Student teacher Selected Portfolio Items 2. Mastering expected Knowledge &amp; Skills: for the CLO, NTS, Basic School Curriculum</b></p> <p><i>Application of Learning</i></p>                                 | <p>The item demonstrates the student teacher has <b>mastered</b> the knowledge and skills for the course learning outcomes, NTS and Basic School Curriculum and can <b>apply them in practice</b></p> | <p>The item demonstrates the <b>acquisition</b> of knowledge and skills for the course learning outcomes, NTS and Basic School Curriculum, with <b>some ability</b> to apply them in practice</p> | <p>The item demonstrates the student teachers' ability to use the knowledge and skills for the course learning outcomes NTS and Basic School Curriculum in practice is <b>limited</b></p> | <p>The item provides <b>little or no evidence</b> of the student teachers ability to use knowledge and skills for the course's learning outcomes, NTS and Basic School Curriculum in practice</p> |  |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| <b>Maximum Score:<br/>10</b>  |   |   |   |   |  |
| <b>Student teacher Selected Portfolio Items 3. Mastering expected Knowledge &amp; Skills: for the CLO, NTS, Basic School Curriculum</b><br><br><i>Application of Learning</i><br><br><b>Maximum Score:<br/>10</b>                                     | The item demonstrates the student teacher has <b>mastered</b> the knowledge and skills for the course learning outcomes, NTS and Basic School Curriculum and can <b>apply them in practice</b>                    | The item demonstrates the <b>acquisition</b> of knowledge and skills for the course learning outcomes, NTS and Basic School Curriculum, with <b>some ability</b> to apply them in practice                    | The item demonstrates the student teachers' ability to use the knowledge and skills for the course learning outcomes NTS and Basic School Curriculum in practice is <b>limited</b>                    | The item provides <b>little or no evidence</b> of the student teachers ability to use knowledge and skills for the course's learning outcomes, NTS and Basic School Curriculum in practice                    |  |
| <b>Mid semester assessment: student teachers mastering the expected Knowledge &amp; Skills: for the CLO, NTS, Basic School Curriculum covered to the mid semester point</b><br><br><i>Application of Learning</i><br><br><b>Maximum Score:<br/>20</b> | The mid semester assessment demonstrates the student teacher has <b>mastered</b> the knowledge and skills for the course learning outcomes, NTS and Basic School Curriculum and can <b>apply them in practice</b> | The mid semester assessment demonstrates the <b>acquisition</b> of knowledge and skills for the course learning outcomes, NTS and Basic School Curriculum, with <b>some ability</b> to apply them in practice | The mid semester assessment demonstrates the student teachers' ability to use the knowledge and skills for the course learning outcomes NTS and Basic School Curriculum in practice is <b>limited</b> | The mid semester assessment provides <b>little or no evidence</b> of the student teachers ability to use knowledge and skills for the course's learning outcomes, NTS and Basic School Curriculum in practice |  |

|  |   |  |  |   |  |
|--|---|--|--|---|--|
| <p><b>Reflective Journal</b></p> <p><i>Aligned with course learning outcomes, demonstrating relevant NTS and aspects of the Basic School Curriculum and the ability to reflect on own learning</i></p> <p><b>Maximum score: 40</b></p> | <p>The journal shows that the student teacher has reflected with <b>substantial depth</b> upon how their learning experience is aligned to the course learning outcomes and they identify their key strengths, areas for development and next steps for their progress in the subject</p> | <p>The journal provides <b>evidence of reflection</b> to increase learning aligned with the course learning outcomes, identify some areas of strength and next steps for their progress in the subject</p>                   | <p>The journal provides <b>inadequate evidence of reflection</b> to increase learning aligned with the course learning outcomes</p>  | <p>The journal provides <b>little or no evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought</p>  |  |
| <p><b>Presentation</b></p> <p><i>Completeness and quality of the portfolio presentation</i></p> <p><b>Maximum Score: 10</b></p>  | <p>The portfolio is <b>well organized</b> with all critical elements included; learning is <b>well-documented</b> with writing and production skills that <b>exceed</b> those of most student teachers</p>  | <p>The portfolio is <b>well organized</b> with all critical elements included; the quality of written, visual and/or digital the presentation is <b>competent</b> with minor errors in spelling, grammar and punctuation</p> | <p><b>Most of the expected elements</b> are included; the quality of written, visual and/or digital presentation does not meet expectations with <b>too many errors</b> in spelling, grammar and punctuation</p> | <p>The guidance for the completion of items in the portfolio have <b>not been followed</b> with critical portfolio elements <b>not</b> included; the quality of written, visual and/or digital presentation <b>does</b></p> |  |

TABLE V An example subject portfolio for Literacy Y1S2

| Example Subject Portfolio, overview of content and tutor's/assessor's comment sheet: Literacy, communication skills, Y1S2 |  |                             |   |       |              |      |
|---|--|-----------------------------|---|-------|--------------|------|
| Item  | Guidance for student teachers on the items to be included in the portfolio   | Tutor's/ Assessor's Comment | NTS, Year one: <i>beginning to understand</i>   | CLO/s | Mark Out of: | Mark |
| 1.  | <p><b>Group presentation on key ways teachers can develop students communication and language skills.</b></p> <ul style="list-style-type: none"> <li>• Each student teacher should focus on how teachers support the development of one of: speaking, listening, reading or writing.</li> <li>• Student teachers may use poster or power point to aid their presentation</li> <li>• Student teachers should use information gathered from: observing teachers on school visits; during literacy lessons and</li> </ul> |                             | <p>1a. Critically and collectively reflects to improve teaching and learning.</p> <p>2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes</p> <p>2c. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multi-grade classes; has good knowledge</p> | 4, 5  | 10           |      |

|    |   |  |  |       |    |  |
|----|---|--|--|-------|----|--|
|    | <p>their reading and research to create their presentation.</p> <ul style="list-style-type: none"> <li>• The presentation should be no more than 20 minutes.</li> <li>• A copy of the presentation will be the item for the portfolio along with any power point or photographs of poster</li> </ul>      |  | <p>of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.</p>  |       |    |  |
| 2. | <p><b>The importance of reading and writing in daily life</b></p> <ul style="list-style-type: none"> <li>• a list of the different kinds of reading and writing the student teacher uses and why in a single day</li> <li>• a statement on the importance of reading and writing in daily life</li> </ul> |  | <p>2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher</p> <p>3o. Demonstrates awareness of national and school learning outcomes of learners.</p> | 1, 5  | 10 |  |
| 3. | <p><b>Mid semester assessment:</b> of student teacher's ability to demonstrate and apply their knowledge and understanding of the CLO and NTS, and of the Basic School Curriculum. The assessment can be through a case study, a reflective paper, presentation or a quiz</p>                             |  | <p>2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p>   | 1,2,3 | 20 |  |

|    |   |  |   |           |    |  |
|----|---|--|---|-----------|----|--|
|    |   |  | 2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.   |           |    |  |
| 4. | <p><b>A TLM to support an aspect of literacy development from the Basic School Curriculum created and evaluated by the student teacher, with guidance on how to use it and intended impact on learning</b></p> <ul style="list-style-type: none"> <li>• Photographs of the TLM should be included in the portfolio</li> </ul> |  | <p>2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.</p> <p>2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.</p> | 1,2,3,4,5 | 10 |  |

|    |   |  |   |  |    |  |
|----|---|--|---|--|----|--|
|    |   |  | <p><b>3 e. Employs a variety of instructional strategies that encourages student participation and critical thinking.</b></p> <p><b>3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher</b></p> <p><b>3o. Demonstrates awareness of national and school learning outcomes of learners.</b></p> |  |    |  |
| 5. | <p><b>Reflective journal</b></p> <ul style="list-style-type: none"> <li>• The student teacher demonstrates beginning skills and techniques of reflection, evaluation and analysis</li> <li>• there should be four entries in the journal one for each item selected by the student teacher and one for overall reflection</li> <li>• each entry should be no more than 400 words</li> <li>• student teachers should reflect on what they have learnt from developing each item and the implications for their practice as they relate to achieving to the CLOs, the NTS, understanding of the Basic School Curriculum and their developing skills in: ICT, equity and inclusion, core and transferable skills,</li> </ul> |  | <p><b>1a. Critically and collectively reflects to improve teaching and learning</b></p> <p><b>1b. Improves personal and professional development through lifelong learning and continuous professional development.</b></p>   |  | 40 |  |

|  |  |  |                              |  |     |  |
|--|--|--|------------------------------|--|-----|--|
|  | <ul style="list-style-type: none"> <li>• The final entry is student teachers' overall reflection on their learning and progress, including why it is important to their development as a teacher and ability to support students' learning. It should include reflection on personal targets, key strengths, areas for development and targets for their progress in the subject.</li> </ul>   |  |                              |  |     |  |
|  | <p><b>Organisation of the Portfolio</b></p> <ul style="list-style-type: none"> <li>• The portfolio can be presented in soft or hard copy or a mixture of both</li> <li>• Artifacts, such as TLM, may be photographed and labeled</li> <li>• There should be a table of contents and page numbering</li> <li>• It should be well structured and organized</li> <li>• There should appropriate use of written language written language and grammar (spellings, punctuations etc.) and academic terminologies should be defined</li> </ul> |  | 3.n keeps meaningful records |  | 10  |  |
|  | <b>Overall comment and mark for the Subject Portfolio</b>  |  |                              |  | 100 |  |

## 6.2 Subject Project

*What is a subject project / assignment?*

- **The Subject project** is an assignment, that allows student teachers to gain knowledge, understanding and skills on their own or in collaboration with others for an extended period of time by studying a real problem, topic or challenge.
- It is designed to enable student teachers to demonstrate achieving one or more of the CLO, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum
- It could be a multi-disciplinary project involving collaboration between student teachers and tutors across more than one subject and so developing cross curricular understanding

*Purpose of the subject project*

- It provides evidence of student teachers' developing skills, knowledge and understanding in relation to specified CLO, NTS and aspects of the Basic School Curriculum
- It familiarises student teachers with the concepts and processes associated with creating and assessing projects which are an assessed component of work in the Basic School Curriculum
- It supports student teachers in
  - acquiring the ability to make links across different areas of knowledge and to generate, develop and evaluate ideas and information.
  - acquiring the skills to communicate effectively and to present ideas clearly and coherently to specific audience in both the written and oral forms.
  - acquiring collaborative skills through working in a team to achieve common goals.
  - developing independent learning and study skills

*An example of a subject project outline*

If the subject project focussed

- Introduction, a clear statement of aim and purpose
- methodology: what the student teacher has done and why to achieve the aim and purpose of the project
- Substantive or main section, with:
  - presentation and rationale for any artefacts, experiments, TLMs created for the project
  - analysis and interpretation of what has been done, learned or found out in relation to focus of the project. For example, if an artefact or TLM was developed for the project did it realise the intended outcome and how.
  - references to relevant literature and research
- Conclusion:
  - Statement of the key outcomes of the project

- reflect on what the student teacher has learnt from undertaking the project and the implications for their practice in terms of achieving to the CLOs, the NTS, understanding of the Basic School Curriculum and their developing skills in: ICT, equity and inclusion, core and transferable skills. An overall reflection on their learning and progress, including why it is important to their development as a teacher and ability to support students' learning. It should include reflection on personal targets, key strengths, areas for development and targets for their progress in the subject.

*Suggested Weighting of assessment for the subject project*

- Introduction – 10%
- Methodology – 20%
- Substantive section – 40%
- Conclusion – 30%

*Example focus for Subject Projects*

- What are the qualities you need to develop to be a good teacher? Reflect on your personal experiences, values and background, the NTS and the expectations of, and vision for, the B.Ed.
- Create a poster, which maps human development milestones for your specialism to the learning outcomes of the basic school curriculum. Identify 6 things, which might act as barriers to students' learning and state how a teacher might address these.
- Design a TLM for teaching calculation or pre calculation and use this with a group of students. Provide a: rationale for the design, an evaluation of its impact on students' learning and state what would have made the TLM or your use of it more effective.

**TABLE VI: Template for Subject Project**

|   |                      |  |   |
|---|----------------------|--|---|
| <b>Subject Project / Assignment: overview project and tutor's/assessor's comment sheet</b><br><b>Subject:</b> _____ <b>Year and semester:</b> _____ <b>Date for submission of the subject project:</b> _____<br><b>Student teachers' name:</b> _____<br><b>This assessment sheet should be included in the front of the project when it is submitted.</b> |                      |  |   |
| <b>Title of the project</b>   | <b>Tutor Comment</b> | <b>NTS addressed through the project written in full</b> | <b>CLO</b>                                  |
| <b>Overview of what the student teacher needs to do to complete the project successfully, the success criteria.</b><br><b>The student teacher needs to :</b>  |                      |  |   |
| <b>Tutor's or assessors' comment</b>  |                      |  | <b>Mark</b><br><b>Out of</b><br><b>100%</b> |

To be added: Rubric for assessing the subject project.

**TABLE VII: An example subject project for year 1 semester 2**

| <b>Subject Project / Assignment: overview project and tutor's/assessor's comment sheet</b><br><b>Subject:</b> _____ <b>Year and semester:</b> _____ <b>Date for submission of the subject project:</b> _____<br><b>Student teachers' name:</b> _____<br><b>This assessment sheet should be included in the front of the project when it is submitted.</b>   |                      |  |            |
|---|----------------------|--|------------|
| <b>Title of the project</b><br><b>Key features of the Basic School Curriculum for Literacy.</b>   | <b>Tutor Comment</b> | <b>NTS addressed through the project written in full</b>   | <b>CLO</b> |
| <p>Overview of what the student teacher needs to do to complete the project successfully:<br/>                     Read and review of Basic School Curriculum Literacy<br/>                     The student teacher to:</p> <ul style="list-style-type: none"> <li>○ note the main features of the Basic School Curriculum. Specifically:                             <ul style="list-style-type: none"> <li>● the philosophy/rationale</li> <li>● the structure</li> <li>● content</li> <li>● goals and learning outcomes</li> <li>● teaching and learning activities.</li> </ul> </li> <li>○ Identify any potential misconceptions and barriers to students' learning                             <ul style="list-style-type: none"> <li>● what might cause these?</li> <li>● refer to relevant literature, research and individual experience to identify how teachers can address and support students in overcoming these issues</li> </ul> </li> <li>○ reflect on                             <ul style="list-style-type: none"> <li>● what they have learned from the project</li> <li>● their achievement of the CLO,</li> <li>● progress against the NTS,</li> </ul> </li> </ul> |                      | <p>1a. Critically and collectively reflects to improve teaching and learning.<br/>                     2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes<br/>                     2c. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.<br/>                     3o. Demonstrates awareness of national and school learning outcomes of learners</p> |            |

|   |  |  |                  |
|---|--|--|------------------|
| <ul style="list-style-type: none"> <li>• increased knowledge of the Basic School Curriculum</li> <li>• how they might apply what they have learned in school</li> </ul> |  |  |                  |
| Tutor's or assessors' comment   |  |  | Mark Out of 100% |

## **Annex 7. NTEAP quality assurance**

The NTEAP sets out requirements for quality assurance to ensure effective operationalising of the policy. This annex brings together the requirements for quality assurance: monitoring, evaluation and review which permeate the Policy. By adhering to these requirements initial teacher education institutions can ensure the purpose of the NTEAP is achieved and that there is fairness and uniformity in the assessment of all student teachers. The numbering is aligned to that of the policy

SUMMARY

### **9.0 QUALITY ASSURANCE OF THE ASSESSMENT PROCESS**

Quality assurance of the assessment process is critical in obtaining relevant information on student achievement, progress, challenges and remediation.

- All teacher education institutions shall establish strong Quality Assurance Units which must be adequately staffed and resourced to carry out their mandate of ensuring valid, reliable results as well as monitoring the activities of tutors, lecturers, mentors, partner schools and other stakeholders that border on academic quality assurance.
- The quality assurance units of the ITEIs shall work closely with the quality assurance unit of the mentoring institutions to moderate assessment events to ensure quality.
- The Supported Teaching in School Committee shall be responsible for assuring quality of the assessment process by reviewing and periodically updating the stakeholders on their responsibilities.

If a stakeholder does not meet its responsibilities, the Committee shall impose sanctions. A sanction shall be single or multi-faceted and shall cover a wide range of educational opportunities tailored to the stakeholder and the nature of the conduct variation involved. The sanction shall cover but not limited to written warnings, probation and contract termination

### **DETAIL FROM THE NTEAP**

#### **3.3 THE RATIONALE AND PURPOSE OF THE ASSESSMENT POLICY**

The purpose of the Assessment Policy is to ensure uniformity across the country by setting the regulations, rules and procedures to be followed by the initial teacher education institutions in assessing student teachers. The regulations and procedures are to ensure that all student teachers are realistically and fairly assessed against the NTS in line with what can be reasonably expected of teachers still learning to teach.

#### **6.1 Assessment in line with the NTS**

Initial teacher education institutions shall ensure consistency in assessment across the curriculum and at each state of progression by:

- tracking the growth of individual student teachers' performance in line with the NTS
- tracking cohort performance year after year and evaluating impact of improvements;

- building programme coherence around a common assessment language
- providing National Accreditation Board (NAB) with information about curriculum quality.

### 6.2.1 Overall Weighting of Assessments

Universities that train teachers and colleges of education shall ensure that these weightings are adhered to strictly.

### 7.2 Examination of Content Knowledge and Professional Knowledge

The end-of-semester examination for the Colleges of Education shall be conducted as an external examination by the mentoring universities working with the designated college academic staff to set the questions. There shall be a self-monitoring mechanism under the auspices of a committee to be set up by the National Accreditation Board in collaboration with the National Council for Tertiary Education.<sup>1</sup> Regarding the internal assessments, the Heads of Department and assessment leads shall ensure that an appropriate mechanism is put in place so that:

- Each targeted learning outcome is adequately assessed with consideration given to the progress against the identified NTS.
- Assignments/tasks are set at the appropriate level
- Scores awarded to assignments/tasks have an appropriate allocation of marks
- Marking guidelines provide clarity around expectations of key elements of answers with appropriate information about mark allocations.
- Marking is undertaken by those academic staff that have taught the course and set the examination assignments/tasks (internal).

### 7.3 Moderation

Good practice in assessment through examination and/or coursework and/ or supported teaching in school employs moderation which:

- agrees on consistency in the academic level and challenge of questions/tasks where these are set by multiple examiners
- ensures consistency of marking standards where more than one individual is involved in marking assessments.
- ensures comparability with assessment of similar outcomes at the same level in other institutions across the sector.
- ensures that the principles of criterion-referenced assessment are adhered to.
- gives feedback to tutors to improve assessment

The moderation of all forms of assessment shall be done by a team made up of representatives from the mentoring university and affiliated colleges. The moderation report is necessary also.

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<sup>1</sup> \*National Implementation Support Team (NIST)

### 7.3.1.1 Grade Descriptor Grid

There shall be a grade descriptor grid which will allow student teachers' performance to be assessed against the National Teachers' Standards.

#### ***The grade descriptor grid***

- has an essential role in ensuring the accuracy and consistency of judgements of student teachers' progress, achievement and final attainment.
- provides a shared language for student teachers, their mentors and tutors to discuss, comment on and assess the student teacher's progress against the NTS through each year of their training programme.

### 7.6 Roles and Responsibilities of Stakeholders

The roles of all stakeholders in student teachers' assessments are as follows:

#### A. Teacher Education Institution

The Teacher Education Institutions shall:

- track where and how the NTS are being addressed through assessment across the programme to ensure student teachers can be successfully assessed against all of the NTS by the end of their period of training
- give rigorous training to new tutors and lecturers on the system of students' assessment and grading procedures to ensure valid and reliable scores
- establish a Quality Assurance Unit which must be adequately staffed and resourced to carry out their mandate of ensuring valid, reliable results as well as monitoring the activities of tutors, lecturers, mentors, partner schools and other stakeholders that border on academic quality assurance.
- *The quality assurance units of the ITE institutions and within the mentoring universities* shall work closely with the quality assurance unit of the mentoring institutions to moderate assessment events to ensure quality
- establish a Supported Teaching in School Committee which shall be responsible for assuring quality of the assessment process by reviewing and periodically updating the stakeholders on their responsibilities. If a stakeholder does not meet its responsibilities, the Committee shall impose sanctions. A sanction shall be single or multi-faceted and shall cover a wide range of educational opportunities tailored to the stakeholder and the nature of the conduct variation involved. The sanction shall cover but not limited to written warnings, probation and contract termination.

Leaders of Initial Teacher Education Institutions shall:

- ensure that the design and delivery of their pre-service curriculum supports student teachers' development to achieve the NTS
- develop partnerships with early-years centres and schools on the ITEI campus and in surrounding areas to give student teachers enough school and teaching experience to meet the NTS

- re-assign personal tutor (s) in the event of the tutor's resignation, retirement, death or other complaints raised by student teachers' mentors or lecturers/tutors following recommendations of the Supported Teaching in School Committee

Supervisors (Lecturers/Tutors) of Teacher Education Institutions shall:

- undertake professional development in assessment practices in line with the NTS
- undergo training and given opportunities to work more closely with mentors and subject specific supervisors in assessing student teachers' performance during supported teaching in school
- use the NTS as the key reference point in their assessment of student teachers
- work collaboratively with the lead mentor and mentors to determine the final assessment of the student teacher's practice during STS

#### The Personal Tutor

There shall be a Personal Tutor in the Teacher Education Institution who will serve as an Academic Advisor for a year. The Personal Tutor will be the key reference point for all stakeholders involved in the assessment of student teachers using the NTS as a guide. The evidence for this assessment of student teachers shall be through their school and college-based learning and presented in the professional teaching portfolio.

#### B. The Partner Schools

##### **The Role of the Lead Mentor**

The lead mentor(s) shall work with the mentor(s) and lecturers/tutors to:

- work collaboratively with the mentors and lecturer/tutor to determine the final assessment of the student teacher's practice during STS

##### **The Mentor**

The mentor(s) shall work with the lead mentor and lecturers/tutors to:

- sit in every lesson of the student teacher to assess, engage them to reflect, and provide feedback on their professional practice

#### 8.0 Feedback to Student Teachers

- All in-course assessed work and examinations should be returned to students in a timely way, normally within three weeks of the assessment's due date. This should be done before the next assessment takes place.

### **9.0 QUALITY ASSURANCE OF THE ASSESSMENT PROCESS**

Quality assurance of the assessment process is critical in obtaining relevant information on student achievement, progress, challenges and remediation.

- All teacher education institutions shall establish strong Quality Assurance Units which must be adequately staffed and resourced to carry out their mandate of ensuring valid, reliable results as well as monitoring the activities of tutors, lecturers, mentors, partner schools and other stakeholders that border on academic quality assurance.
- The quality assurance units of the ITEIs shall work closely with the quality assurance unit of the mentoring institutions to moderate assessment events to ensure quality.
- The Supported Teaching in School Committee shall be responsible for assuring quality of the assessment process by reviewing and periodically updating the stakeholders on their responsibilities.

If a stakeholder does not meet its responsibilities, the Committee shall impose sanctions. A sanction shall be single or multi-faceted and shall cover a wide range of educational opportunities tailored to the stakeholder and the nature of the conduct variation involved. The sanction shall cover but not limited to written warnings, probation and contract termination

**KNUST:**

**Operationalising the National Teacher Education Assessment Policy (NTEAP): proforma for developing university CoE road maps and action plans**

In Nov. 2019 NIST and NCTE stated that a meeting be held to confirm NTEAP requirements and produce guidance on how to operationalise the policy. This pro-forma provides an opportunity to further developed University / CoE road maps to support the implementation of the NTEAP. Each item on the agenda requires guidance on actions and timing to achieve the outcomes required to operationalise the policy.

*Proforma to be completed during the meeting and submitted electronically after plenary*

|           | Focus (P references to the NTEAP)   | Guidance and Actions                   |   |  | Who   | By date           |
|-----------|---|--|---|--|---|-------------------|
|           |   | <i>Does this change your practice?</i> | <i>If this changes your practice what do you have to do and what do you need to change?</i> | <i>So list which actions you need to take</i>  |   |                   |
| <b>1.</b> | <b><i>Policy outcomes and requirements understood, and the means of enacting them agreed</i></b><br>a. The weighting of assessment overall (P5) | <b><i>Yes</i></b>                      | <b><i>Changing from 30%:70% to 60%:40%</i></b>  | <b><i>Discussion with management, Formal letter to UITs for the change, Orientation through PDS for facilitators</i></b> | <b><i>University Lead, Dean of Faculty of Educational Studies (FES)</i></b> | <b><i>???</i></b> |
|           | b. Weighting of STS   | <b><i>Yes</i></b>                      | <b><i>Changing the weighting to 100%</i></b>  | <b><i>Orientation through PDS for facilitators</i></b>   | <b><i>STC</i></b>   | <b><i>???</i></b> |
|           | c. Grading description, grading and degree classification (P8)  | <b><i>Yes</i></b>                      | <b><i>Changing the grading system</i></b>   | <b><i>Discussion with management, Orientation through PDS for facilitators</i></b>                                       | <b><i>University Lead, Dean of FES</i></b>                                  | <b><i>???</i></b> |
|           | d. Progress, deferment, dismissal (P8/9)  | <b><i>Yes</i></b>                      | <b><i>Mode of progression so that</i></b>   | <b><i>Discussion with management,</i></b>  | <b><i>Dean</i></b>  |                   |

|           |  |            |   |   |  |   |
|-----------|--|------------|---|---|--|---|
|           |  |            | <i>the NTS can be achieved</i>  | <i>Orientation through PDS for facilitators</i>   |  |   |
|           | e. Assessment Process (P9)   | <b>Yes</b> | <i>Assessment grid and a model of student teacher progress against the NTS throughout the four years and reflective practice.</i> | <i>Orientation through PDS for facilitators</i>   | <i>Dean of FES</i>   | <i>???</i>  |
| <b>2.</b> | <p><b><i>Roles relating to internal continuous assessment and external summative assessment set out between CoE and Universities and means of enacting them agreed</i></b></p> <p>Assessment role</p> <ul style="list-style-type: none"> <li>• Planning end of semester exams</li> </ul> | <b>Yes</b> | <i>Subject leads collaborate with COE tutors for the planning of end of semester exams</i>  | <i>Faculty of Educational Studies (FES), KNUST receives questions from the affiliate Colleges of Education (CoEs) subject tutors. Questions are moderated, printed and sent to the colleges</i> | <i>CoE tutors, CoE Assessment Officers, University Subject Leads and Moderation Team</i> | <p><i>17<sup>th</sup> January 2020</i></p> <p><i>Exams: 3<sup>rd</sup>-14<sup>th</sup> Feb 2020</i></p> |

|    |   |     |   |  |  |  |
|----|---|-----|---|--|--|--|
|    | <ul style="list-style-type: none"> <li>Continuous assessment components</li> </ul>  | Yes | <p><i>Questions are set and submitted to the FES, KNUST</i></p> <p><i>Questions are moderated and sent to affiliate colleges for CA 1 and 2</i></p>       | <p><i>Projects/assignments given by the tutors</i></p> <p><i>Quizzes for CA 2 are moderated, printed and sent to the colleges</i></p>  | <p><i>Coordinator, Univ. exams officer, subject leads, etc.</i></p>                              | <p><i>14<sup>th</sup>-17<sup>th</sup> Jan 2020</i></p> |
|    | <ul style="list-style-type: none"> <li>STS</li> </ul>   | Yes | <p><i>i Preparation of STS Proforma for scoring</i></p> <p><i>ii Training on the use of the Proforma</i></p>  | <p><i>STS assessment forms designed and sent to the CoEs</i></p>   | <p><i>STS Committee, Subject Leads, KNUST STS Coordinators, tutors</i></p>                       | <p><i>16<sup>th</sup> Dec 2019</i></p>                 |
|    | <ul style="list-style-type: none"> <li>Monitoring, marking, feedback to ST (P10 and 16)</li> </ul>  | Yes | <p><i>i Scoring of CA by tutors</i></p> <p><i>ii Discussion with KNUST Management</i></p> <p><i>iii Conference Marking of end of semester scripts</i></p> | <p><i>i Completing marking of CA 1 and 2 and submitting scores</i></p> <p><i>ii Giving feedback to students</i></p> <p><i>iii Securing venue for the Colleges Conference Marking</i></p> <p><i>iv Conference Marking</i></p> | <p><i>University Coordinator, FES Exam Officer, Subject Leads, CoE Tutors and Team Leads</i></p> | <p><i>25<sup>th</sup> Feb 2020</i></p>                 |
| 3. | <p><b><i>Wider roles and responsibilities understood and processes for enacting them agreed ( P12-15):</i></b></p> <ul style="list-style-type: none"> <li>Teacher Education Institutions (Leaders, lecturers, tutors, personal tutors)</li> </ul> | Yes | <p><b><i>Conform to new roles</i></b></p>   | <p><b><i>Organizing workshops and training for CoE personnel (Principals,</i></b></p>  | <p><b><i>KNUST Lead, Dean of FES,</i></b></p>  | <p><b><i>Dec 2019</i></b></p>                          |

|    |  |                                  |  |   |  |  |
|----|--|----------------------------------|--|---|--|--|
|    | <ul style="list-style-type: none"> <li>The partner schools (Lead mentor , mentors)</li> <li>The student teacher</li> <li>Other stakeholders</li> </ul> | <p>Yes</p> <p>Yes</p> <p>Yes</p> | <p><i>Conform to new roles</i></p> <p><i>Conform to new roles</i></p> <p><i>Conform to new roles</i></p> | <p><i>Vice Principals, Secretaries, Librarians, Quality Assurance Officers, Assessment Officers, STS Coordinators, etc.</i></p> <p><i>Training of mentors and lead mentors on new models for STS</i></p> <p><i>Orientation for student teachers on STS</i></p> <p><i>Training of District Education staff</i></p> | <p><i>Registrar of FES, Quality Assurance Officer from KNUST,</i></p> <p><i>College STS Committee, FES STS Coordinator</i></p> <p><i>College STS Committee FES STS Coordinator</i></p> <p><i>College STS Committee FES STS Coordinator</i></p> | <p><i>Dec 2019</i></p> <p><i>31<sup>st</sup> Oct 2019</i></p> <p><i>10<sup>th</sup> Nov 2019</i></p> |
| 4. | <i>Shared understanding of the Professional Teaching Portfolio and the NTS guidelines – Standards in Action (P11)</i>                                  | Yes                              | <i>Modifications on existing types of portfolios</i>   | <i>Workshop for subject leads and college tutors on Professional Teaching Portfolio and NTS guidelines</i>  | <i>Faculty of Educational Studies, KNUST</i>   | <i>???</i>   |

|    |   |     |   |  |                                       |     |
|----|---|-----|---|--|---------------------------------------|-----|
| 5. | <b>Assessment of continuous assessment components is operated according to NTEAP for each course for each semester</b><br><ul style="list-style-type: none"> <li>• Subject Projects</li> <li>• Subject Portfolios</li> </ul>  | Yes | Change CA practices                               | Workshop for subject leads and college tutors on the assessment components to operate according to NTEAP   | Faculty of Educational Studies, KNUST | ??? |
| 6. | <b>Assessment of STS is operated according to NTEAP with three components: Portfolio, enquiry, classroom practice, STS tutors prepared and can use criteria and NTS Grade descriptor</b> (P 12/annex 2 for Portfolio, enquiry and classroom practice assessment grids for four years) | Yes | Change existing assessment practices of STS       | Workshop for tutors/lecturers and mentors on assessment of STS to cover portfolio, enquiry, classroom practice and effective use of NTS Grade descriptor | Faculty of Educational Studies, KNUST | ??? |
| 7. | <b>The universities' academic calendar is revised in line with the NTEAP: end of semester exams and two continuous assessment components</b>  | Yes | Schedule of end of semester exams and the two CAs | Calendar for COEs in respect of the examination processes and procedures on the end of semester and the two CAs  | Faculty of Educational Studies, KNUST | ??? |
| 5. | <b>Time line agreed for identifying personal tutors for student teachers and steps to prepare them to assume role as defined in NTEAP, including assessing overall progress of the student teacher using NTS Grade Descriptor Grid (P61)</b>  | Yes | Identify personal tutors for student teachers     | Each student teacher should be given a personal tutor  | COEs and the Universities             | ??? |
| 9. | <b>Time scale and process for course manuals up-date for year one and two, all assessment components to align to NTEAP with Project, portfolio and examination</b>  | Yes | Plan in PD sessions                               | PD sessions for review of course manuals   | Subject leads and PD coordinators     | ??? |
| 10 | <b>Additional key points, potential barriers and support</b>  | No  | N/A   | N/A  | N/A                                   | N/A |

## UDS

### Operationalising the National Teacher Education Assessment Policy (NTEAP): proforma for developing university CoE road maps and action plans

In Nov. 2019 NIST and NCTE stated that a meeting be held to confirm NTEAP requirements and produce guidance on how to operationalise the policy. This pro-forma provides an opportunity to further developed University / CoE road maps to support the implementation of the NTEAP. Each item on the agenda requires guidance on actions and timing to achieve the outcomes required to operationalise the policy.

*Proforma to be completed during the meeting and submitted electronically after plenary*

|    | Focus (P references to the NTEAP)   | Guidance and Actions                             |   |  | Who              | By date                |
|----|---|--|---|--|------------------|------------------------|
|    |   | <b>Q1</b> <i>Does this change your practice?</i> | <b>Q2</b> <i>If this changes your practice, what do you have to do and what do you need to change</i> | <b>Q3</b> <i>So, list which actions you need to take</i>   |                  |                        |
| 1. | <b>Policy outcomes and requirements understood, and the means of enacting them agreed</b> | yes  | Changes from 75%:25% to 40%:60%   | Discussion with management   | University leads | Mid Feb                |
|    |   |  |   | Orientation through PD Sessions for Quality assurance Dir., Academic Affairs/lecturers/UDS MIS/Colleges Tutors/            | University leads | WB 3 <sup>rd</sup> Feb |
|    | Weighting of STS (Section 6.2.3)  | yes  | Changes from 75%:25% to 100%  | Orientation through PD Sessions for University and College STS Coordinators and teams/lecturers/College Tutors and UDS MIS | University leads | WB 3 <sup>rd</sup> Feb |

|  |  |             |  |  |   |   |                              |
|--|--|-------------|--|--|---|---|------------------------------|
|  | <ul style="list-style-type: none"> <li>Grading description, grading and degree classification (Section 6.2.4)</li> </ul> | Yes         | <i>Need to start using grading description from NTS</i>  | <i>Discuss with Faculty and college Management</i>   | <i>University leads and College leads</i>                               | <i>Week beginning Feb. 17</i>             |                              |
|  |  |             |  | <i>Orientation Through PD sessions with University and college teachers.</i>   |   |   |                              |
|  | <ul style="list-style-type: none"> <li>Progress, deferment, dismissal (Section 6.2.4.3)</li> </ul>                       | Yes         |  | <i>Change for .....to 27credits</i>  | <i>Discussion with management</i>                                       | <i>University leads and College leads</i> | <i>WB 3<sup>rd</sup> Feb</i> |
|  |  |             |  |  | <i>Orientation through PD Sessions for tutors/lecturers and UDS MIS</i> |   |                              |
|  | e.. Assessment Process   | Section 7.1 | N/A  | N/A  | N/A   | N/A                                       | N/A                          |
|  | Section 7.2  | YES         | <i>NEED TO FOCUS TO ALIGN ASSESSMENT (EXAMINATIONS) ON NTS</i>                                     | <i>Discussion on How to focus and Align examination to NTS</i>   | <i>University leads and College leads</i>                               | <i>WB 17 Feb.</i>                         |                              |
|  | Section 7.3  | Yes         | <i>MODERATION TEAMS AND GUIDELINES PLACED TO MEET EFFECTIVE MODERATION PROCESS</i>                 | <i>Discussions in Colleges to constitute teams for internal moderations with guidelines</i>  | <i>University/College EXAM BOARD/QUALITY ASSURANCE</i>                  | <i>WB 10, FEB</i>                         |                              |
|  | Section 7.4  | Yes         | <i>Need to introduce new assessment for Professional Portfolio to Faculty and student teachers</i> | <i>Training through PD sessions for Faculty, lecturers and tutors. Collaboration with STS teams, PD and MIS directorate to calibrate</i> | <i>University/College EXAM BOARD/QUALITY ASSURANCE and STS Teams</i>    | <i>WB 17<sup>th</sup> FEB.</i>            |                              |

|           |  |  |  |  |                                  |  |   |
|-----------|--|--|--|--|----------------------------------|--|---|
|           |  |  |  |  | <i>the assessment component.</i> |  |   |
|           | <b>Additional key points, potential barriers and support</b>   |  | <b>Getting Management to agree to changing Grading regime and getting UDS MIS to work out the MIS platform to accept the new grading regime may pose challenge to meeting the timeline</b>   |  |                                  |  |   |
| <b>2.</b> | <b>Roles relating to internal continuous assessment and external summative assessment set out between CoE and Universities and means of enacting them agreed</b> |  |  |  |                                  |  |   |
|           | <b>a. Planning end of semester exams</b>   |  | <b>University Exams Office collaborating with University Quality Assurance Directorates to lead the process with Colleges Exams Office and Quality Assurance Units</b>   |  |                                  | <b>University leads and College leads supported by Quality Assurance and Exam Departments of Colleges and Universities</b> | <b>In Place Already but should be reviewed by 25<sup>th</sup> March</b> |
|           | <b>b. Continuous Assessment Components</b>   |  | <ul style="list-style-type: none"> <li><b>Training through PD sessions on the Continuous Assessment components with College tutors.</b></li> </ul>   |  |                                  | <b>University Exams working with Colleges Exams</b>  | <b>Before March 10<sup>th</sup>.</b>                                    |
|           | <b>c. STS</b>  |  | <ul style="list-style-type: none"> <li><b>STS teams and Partner schools trained on the STS grading needs</b></li> </ul>  |  |                                  | <b>University and College STS Teams</b>  | <b>Before March 10th</b>  |
|           | <b>d. Monitoring, Marking, Feedback to Student Teacher</b>   |  | <ul style="list-style-type: none"> <li><b>Monitoring begins with the Mentoring Institution to ensure the NTEAP is fully implemented and the Interpretation guidelines are appropriately set out.</b></li> <li><b>Monitoring with partner schools be done by College Management and STS team</b></li> <li><b>Feedback to Student is provided by the College team and Lead mentors after review meetings.</b></li> </ul> |  |                                  | <b>University Leads and College Leads</b>  | <b>Before March 10th</b>  |

|          |   |   |   |                                     |
|----------|---|---|---|-------------------------------------|
|          |   | <ul style="list-style-type: none"> <li>• <i>Marking is done by both Mentoring University subject leads and college tutors in subject</i></li> <li>• <i>Training for these for Mentor University and Colleges</i></li> </ul> |   |                                     |
| <b>3</b> | <b>Wider roles and responsibilities understood and Processes for enacting them agreed</b> |   |   |                                     |
|          | <b>a. Teacher Education Institutions (Leaders, Lecturers, tutors)</b>                     | <ul style="list-style-type: none"> <li>• <b>Training for Lecturers, tutors, Lead mentors and mentors on their roles in implementing the NTEAP.</b></li> </ul>   | <i>University Leads</i>   | <i>Before March 10<sup>th</sup></i> |
|          | <b>b. The Partner Schools (Lead Mentors, Mentors)</b>                                     | <ul style="list-style-type: none"> <li>• <b>Training for Partner School, Lead Mentors and Mentors</b></li> </ul>  | <i>Colleges Exams, Quality Assurance and STS team</i>                             | <i>Before March 10<sup>th</sup></i> |
|          | <b>c. The Student Teacher</b>   | <ul style="list-style-type: none"> <li>• <b>Training through lessons and Orientation on new NTEAP</b></li> <li>• <b>Through Pedagogy lessons and Assessment/Curriculum Concepts in various subjects</b></li> </ul>          | <i>Colleges Exams, Quality Assurance and STS team supported by subject tutors</i> | <i>Before March 10<sup>th</sup></i> |
|          | <b>d. Other Stakeholders</b>  | <ul style="list-style-type: none"> <li>• <b>There should be a joint forum to sensitize all Stake holders about the new NTEAP.</b></li> </ul>  | <i>University Leads and College Leads</i>   | <i>Before March 10<sup>th</sup></i> |
| <b>4</b> |   |   |   |                                     |

