

Kingdom of Cambodia

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Ministry of Education, Youth and Sport



Professional Standards

for Teacher Educators of
Preschool Teacher Training Center
Provincial Teacher Training Centers
Regional Teacher Training Centers

Teacher Training Department

2024

Preface

The Ministry of Education, Youth, and Sport (MoEYS) is undertaking a comprehensive initiative to enhance the quality of education by aligning its education system with global and regional trends, emphasizing sustainable development and the goals of the Pentagonal Strategy-Phase I for Growth, Employment, Equity, Efficiency, and Sustainability. This strategy aims to build the Foundation Towards Realizing the Cambodia Vision 2050. To achieve these goals, the MoEYS aims to ensure all people of Cambodia receive inclusive and equitable education with the knowledge, skills, and values leading to good health, fitness, and life-long learning.

To support these reforms, the MoEYS has developed various legal documents, including Teacher Professional Standards (2010), Continuous Professional Development Framework and Action Plan (2019), School Director Standards (2017), Teacher Education Provider Standards (2016), and Teacher Education Curriculum Framework (2023). These standards set benchmarks for teacher knowledge, skills, and ethics, as well as requirements for teacher education programs.

The Professional Standards for Teacher Educators (PSTE) presented here are designed to nurture growth and aim to enhance the teaching and learning process for teacher educators at various educational levels. They support continuous professional development and establish effective evaluation methods. The PSTE serves as a reference for performance data, capacity development programs, and professional development initiatives.

The MoEYS would like to express its appreciation to the Capacity Development Partnership Fund (CDPF) for the technical and financial support. MoEYS encourages TEIs and relevant departments to implement this PSTE, and development partners to support in order to improve education quality, effectiveness, and efficiency. /

Phnom Penh, 29 January 2024



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Chapter One: A Contextual Background for Professional Standards

The Professional Standards for Teacher Educators (PSTE) is designed to support the teacher educators throughout their careers, help them continue to grow their knowledge, professional skills, and attitudes, and thereby enhance their values. This PSTE is a part of a larger goal of improving the quality of education, resulting from education research, psychological theories of learning, and international best practices in human performance management. This PSTE will be used as the basis of a performance management system and a human resource by the management teams of the teacher education institutions (TEIs).

The Educational Context

The Royal Government of Cambodia (RGC) and its MoEYS are in the process of managing a comprehensive initiative to improve the overall quality of education in the country. These innovations are captured in several key policy statements and plans. Much of this quality improvement initiative has already been implemented. It is important to understand the development of these professional standards for teacher educators at teacher education institutions (TEIs) within this overall context. Relevant legislation, policies, and sector plans are summarized below.

Regional and global education trends aim to achieve sustainable development as well as the National Strategic Plans of the RGC and the digital society, in which the quality of education is a key factor. In response to the above trends, the RGC has launched a Pentagonal Strategy- Phase I for Growth, Employment, Equity, Efficiency, and Sustainability in August 2023, in which the first Pentagon focuses on the development of human capital that is indispensable for promoting sustainable and resilient economic diversification and economic growth. High quality and healthy human capital are strong assets for the nation in increasing economic values, promoting cultural values, and developing new ideas to ensure long-term sustained growth and dynamic socio-economic development. Therefore, investment in human capital development is critical in responding to the growing needs of national socio-economic development. In this regard, the RGC focuses on five priorities: 1) enhancement of quality of education, sports, science, and technology; 2) technical skills training; 3) improvements of people's health and well-being; 4) strengthening of the social protection system and food system; and 5) strengthening of the quality of citizenship of a highly civilized society with morality, equity, and inclusiveness.

In order to achieve the above goals, the MoEYS drafted the *Policy and Prioritization of Education Youth and Sport Reform 2023-2028* in August 2023, in which eight priority reforms have been identified including 1) strengthening school governance,

2) reviewing, editing, and organizing curriculum and extra activities out of study time in accordance with the need to strengthen students' knowledge, discipline, morality and behavior 3) taking care of students' health through child nutrition program and school food quality control 4) Using and encouraging the participation of parents, guardians, and community in education in line with the motto of the state and community partnership for education 5) digital education 6) establishment of the Center of Excellence in Higher Education, 7) system building and capacity development and 8) development of physical education and sports.

MoEYS, as part of the attempt to further professionalize the teaching workforce in Cambodia, developed Teacher Professional Standards (TPS) 2010, which set out the benchmarks against teacher professional knowledge, skills, and attitudes that are measured in four areas: (1) professional knowledge (2) professional practice (3) professional study, and (4) professional ethics.

The CPD framework, including the CPD credit acquisition system, directly contributes to raising teachers' competencies for Standards 1-3. The Teacher Policy 2013 sets out a new vision for teachers in Cambodia, including attracting and retaining competent teachers into the teaching workforce, improving the quality of teaching and learning through improved initial education and professional development for teachers, and improving the social status of teachers throughout the country.

Similarly, School Director Standards (SDS) 2017 requires that school directors meet six standards: (1) minimum academic level and work experience, (2) ability and qualifications of school director, (3) critical thinking and innovative skills, (4) leadership in managing the administration of the school, (5) leadership on curriculum, teaching, and learning, and (6) connecting the school and community.

The Teacher Education Provider Standards (TEPS) 2016 set out the requirements for TEIs and teacher educators employed within the institutions. Prakas No. 1870 defines the policy framework and strategies for teaching qualification upgrading to a B.Ed in Teaching for preschool, primary, and lower secondary teachers.

Why *Professional Standards*?

The quality of pre-service teacher education is a critical factor in the development of a competent and motivated teaching workforce. The initial teacher education program will provide new teachers with all the skills and knowledge they will ever need to be effective in the classroom. However, pre-service teaching must succeed in two ways. First, it must ensure that all prospective teachers complete their pre-service teacher education (PRESET) program ready to teach effectively in pre-schools, primary schools, or lower secondary schools. Second, the PRESET program should be

organized and implemented in a way that will lead new teachers toward the Teacher Career Pathway (TCP) through CPD.

Professional standards are important because:

- cambodia does not have certified training programs for teacher educators,
- some specialized subject teacher educators still have limited pedagogical knowledge,
- teacher educators must have professional qualifications,
- professional teacher educators can develop plans and methodologies based on their understanding of the cultural, physical, intellectual, and gender perspectives of all learning contexts.

Therefore, this professional standard acts as a guide for teacher educators in professional development.

Teacher Educators as Change Agents

The teacher educator acts as a transformer through:

- support for teacher education program,
- making positive changes for living and community,
- ensuring knowledge, skills, and experience of training preschool, primary, and lower secondary levels,
- initiation of innovative teaching methods and regulations,
- interaction between homeroom teachers, management, school staff, and community,
- transformation and evaluation of teacher education programs,
- modeling for student teachers,
- linking PRESET with attached schools and cooperative schools through the implementation of practicum, such as planning participation with peer educators, support for practicum, and collaborations with peers.

Objectives of PSTE

PSTE aims to:

- improve the teaching and learning process so that teachers and students are assisted to have access to quality and effective learning that has a positive effect on students at the preschool, primary, and lower secondary levels,
- support the CPD of teacher educators,
- ensure effective teacher educator evaluation mechanisms.

The PSTE will be used as:

- references in data collection on performance,
- guidelines for developing teacher educators' profiles,
- guidelines for implementing capacity development programs for teacher educators,
- guidelines for providing CPD against standards,
- guidelines on the implementation of programs that will be designed to develop the capacity of teacher educators.

Competencies of Teacher Educators

The following competencies are required for teacher educators:

- has knowledge of the relevant (scientific) insights into education, learning, and teaching in school settings and TEIs,
- possess best practices on teaching experience,
- link the development of pedagogical students on pedagogical content and teaching methods,
- focus on the personal and professional development of student teachers,
- as a teacher educator with a high commitment to continue professional development on a regular basis,
- encourage innovation and interest in education,
- know your self-worth and ethics, and understand educational perspectives,
- provide moral and ethical education to student teachers,
- respect cultural, social, religious, and ethnic differences,
- highly responsible for good cooperation with instructors of other subject groups in TEIs and good communication with practicum and cooperative schools,
- has an inquiring attitude, research capacity, and knowledge of educational research,
- ability to lead student teachers to conduct educational research (action research) effectively and qualitatively in teacher training institutions,
- is a continuous reflective practitioner on his own strengths and weaknesses in practice as a teacher educator critical for his own professional development,
- perform roles and responsibilities based on an understanding of scientific research and resources,
- being a model teacher.

Chapter Two: Professional Standards for Teacher Educators

The PSTE of Preschool Teacher Training Center (PSTTC), Provincial Teacher Training Centers (PTTCs), and Regional Teacher Training Centers (RTTCs) clearly define the professional characteristics, which are the basic standards for the CPD of teacher educators. The descriptions in this standard focus on the knowledge, skills, and attitude each teacher educator must have. In addition, these standards can be a compass for fulfilling the roles and responsibilities of individual educators or team professionalization. Through this PSTE, the teacher educators of the TEIs can identify their strengths and areas for improvement needed to meet the standard level, and PSTE is used to evaluate the results achieved for the career pathway of the teacher educators.

Each of the six standards of PSTE has a clear description, along with indicators and performance evidence that the teacher educators have developed in response to each indicator. (See Appendix 4)

Standard 1: Professional Knowledge

Teacher educators have to know clearly about the academic needs, capacity, learning backgrounds, and attitudes of each student teacher in their classes. They should have a wide variety of knowledge for teaching. They need to be aware of family status and factors affecting student teachers learning including gender, disability, and ethnicity, as well as know how to resolve those issues. Teacher educators must also be aware of the education policy, especially the national education goals, and the purposes of general education.

Teacher educators' competencies are:

- knowledge of student teachers,
- knowledge of subject contents,
- knowledge of student teachers' learning styles,
- knowledge of educational context.

Standard 2: Professional Practice

Teacher educators have to prepare clear and effective lesson plans that align with the curriculum and use appropriate learning materials. To effectively design a lesson plan, teacher educators should prepare teaching and learning materials that support student teachers' learning. Teacher educators must also use various teaching methodologies and various assessment methods for student teachers' learning outcomes to meet their student teachers' needs. They should give feedback to student teachers, parents, or guardians about the development of student teachers' knowledge, skills, and attitudes.

Teacher educators' competencies are:

- planning and monitoring of student teachers' learning outcomes,
- management of learning environment,
- teaching methodology,
- collaboration.

Standard 3: Professional Development

Teacher educators in TEIs are required to go about systematic CPD by improving and reflecting on professional practice to ensure student teachers' learning success.

In this sense, teacher educators must plan for self-study, teaching and learning assessment, and annual CPD. They should also develop information technology skills in teaching, acquire foreign languages, and improve their communication skills with their student teachers, parents, colleagues, and professional learning communities (PLCs) to promote a lifelong learning culture.

Key activities to develop the capacity of teacher educators are (1) self-study and reflection, (2) thorough observation of teaching strategies, and (3) monitoring of professional development activities.

Teacher educators' competencies are:

- self-study and reflection,
- participation in CPD,
- participation in PLCs.

Standard 4: Professional Ethics

Professional Ethics involve all aspects of the teachers' profession. This generally includes a commitment to teaching student teachers, the usage of professional conscience, working with wisdom, and having adequate knowledge aligned with the MoEYS Code of Ethics in Education Law.

Teacher educators should be a role model for both student teachers' lives and learning, especially knowing how to encourage team spirit, commit to work, and contribute to the whole community.

Teacher educators' competencies are:

- caring for student teachers,
- commitment and responsibility to the teaching profession,
- a positive model of ethical behavior,
- promoting cultural competence and social justice in education,
- evaluation of student teachers' learning outcomes.

Standard 5: Educational Research

Professional teacher educators not only teach student teachers with quality and efficiency but also conduct educational research (action research) to share best practices with PLCs and to ensure high-quality education in Cambodia as a TEI.

Teacher educators must complete their research work by observing, collecting, and analyzing data gained from the contemporary context of education, teaching and learning, and various theories. Teacher educators need to use the results of their research and other research to improve the quality and effectiveness of their teaching and learning in the classroom.

In this sense, teacher educators need to understand educational research methods (action research), analytical skills, and research report writing skills, publish their research papers in research journals, and present at local and international conferences. In addition, teacher educators must teach and support their student teachers to be able to conduct action research in the classroom.

Teacher educators' competencies are:

- research knowledge and skills,
- educational research practice.

Standard 6: Curriculum Implementation

Teacher educators working in TEIs must be able to implement reflection and feedback on teacher education programs based on the actual implementation of teacher education programs, basic theories, research results, and related best practices.

The basis of the professional teacher educators for this standard is to implement high-quality and effective teacher education programs and assist newly trained teacher educators to be able to develop their profession regularly during and after the start professional career.

Teacher educators' competencies are:

- implementation and reflection on the teacher education program.
- providing feedback on teacher education programs.

Chapter Three: The Teacher Educator Performance Management System and The Result-Oriented-Work (ROW) Assessment

This chapter aims to:

- demonstrate evaluation based on results and administrative and technical management systems on the performance of teacher educators.
- demonstrate performance appraisals based on results and performance management systems of teacher educators and hierarchical management.
- explain how to use the PSTE to improve the quality of teacher education and support the teacher educators' CPD.
- provide information and ideas on how to use PSTE to assess and evaluate individual teacher educators.
- describe the capacity building strategies that are part of the management process to evaluate performance.
- support teacher educators in their career pathway by cooperating with colleagues, mentors, hierarchical chairpersons, teachers in preschools, primary schools, lower secondary schools, and student teachers.
- provide resources to the department heads and others who are in charge of the teacher educators.
- describe PSTE using the process to measure and monitor individual teacher educators in the pre-service teacher education program.

Teacher Educator's Performance Management

Part of being a "professional" means teacher educators must take responsibility for managing their own performance and professional development. Taking responsibility begins by:

- learning how to identify their own professional goals,
- creating a realistic, individualized plan which will lead them to achieve those goals.

The most important point is that teacher educator's CPD and individual improvement is not an annual event. It is not a three-day workshop, a course, a classroom observation, or an examination. A personalized professional management plan is intended to help teacher educators build performance management and professional development into every day of the week throughout the year and their careers. To ensure an effective management system, teacher educator's supervisors are required to support and guide teacher educators to meet their professional goals.

The performance management system is based on the observable behaviors a teacher educator performs. These behaviors are evidence of the teacher educator's level of professional knowledge, professional practice, and professional ethics. Teacher education quality is assessed by collecting examples of the teacher educator's activities and evaluated by comparing this data with the competencies listed in the professional standards for teacher educators.

Performance Management Plan is a procedure that uses professional standards of teacher educators as a tool to set goals, create personal plans, and as a specific method of assessing individual professional development and performance.

Purposes of the Teacher Educator Performance Management System

The main purposes of the teacher educator performance management system are:

- to determine the quality of individual teacher educators and the overall quality status of the TEIs,
- to help teacher educators create daily routines for managing their own professional development,
- to help teacher educators monitor the impact they are having on their student teachers and their colleagues. These will help their student teachers to develop the same habits of responsibility, reflection, and inquiry,
- to set specific goals and objectives for a CPD plan on a regular basis through collaboration with management / hierarchical managers,
- to be used as a formative assessment to identify individual strengths to set goals,
- to be used as an evaluation of the end result to measure individual progress toward achieving those goals.

Processes of Assessment and Evaluation

Assessment is the process of gathering evidence that shows the performance and professional attitudes of different types of teacher educators. The teacher educators' performance management system works to monitor and evaluate the quality of teacher educators. Assessment is the practice of gathering evidence, which is based on data that shows the performance and various types of professional attitudes.

Evaluation is the judgment or interpretation of data. In this sense, the teacher educators and their supervisors compare (evaluate) the data they have collected with the standards of teacher educators.

The performance management system allows teacher educators to collect their own data. This evidence of professional performance is collected throughout the year. All

this data aims to show the full range of the teacher educator's professional knowledge, professional practice, and professional engagement. This structured process of continuous assessment is more *reliable* than the common practice of assessment of a supervisor's single, brief observation of classroom teaching. That is, the accuracy of this type of assessment is more reliable or more trustworthy because it is based on many more points of data collection. Moreover, because it is based on the collection of data from a variety of contexts, it can present a more rounded image of the competence of an individual teacher educator.

The collection of data is not meant to be additional work for the teacher educator. Everything the teacher educator does leaves a trail of observable clues to the quality of that teacher educator's professional competence. Lesson notes, photographs and videos of instruction, teaching and learning materials, student teacher's course evaluations, reports from peer observation of teaching, and samples of student teachers' work are just a few kinds of data teacher educators create every day.

The performance management system offers a structure for organizing this collection of data. The teacher educator reviews the data collected and selects pieces that illustrate one or more of the competencies in the professional standards. For each piece of data selected, the teacher educator creates a tag that explains what the data is, when it was collected, and a brief reflection on what the evidence shows about the teacher educator's competence according to one or more of the professional standards. See Annex 1 for a sample evidence tag.

The teacher educator attaches the evidence tag to the item selected. The evidence is then sorted into categories according to the six professional standards and arranged by competency.

Teacher educators keep all the tagged evidence in a personal professional portfolio. It is the teacher educators' responsibility to collect as many pieces of evidence as possible and to try to have evidence in each of the standards and the specific competency areas. It is to their advantage to do so. The more pieces of data you collect and place into your portfolio, the more likely you are to provide a complete image of your professional knowledge and performance.

In addition to the evidence teacher educators create and organize every day, two other kinds of evidence are important in the performance management process. These are observations of classroom teaching and feedback from student teacher's evaluations.

Observation of Classroom Teaching

Classroom observation is an important way to assess teacher educator's knowledge

and performance. Observations are intended to monitor the teacher educator's knowledge of the curriculum and the subject content of the course he or she teaches. It can also be used to monitor the teacher educator's knowledge and use of effective pedagogy. However, these competencies might also be easily determined from a sample lesson plan.

However, what is most important in a classroom observation is the ability to see the interaction between the teacher educator and the student teachers. For example, a classroom observation can show whether the teacher educator is able to:

- motivate all student teachers,
- engage all student teachers in discussions or activities,
- monitor student teacher's learning during a lesson,
- adapt instruction based on in-the-moment observations,
- ensure student teachers achieve lesson objectives.

These qualities of professional performance cannot be evaluated by just reviewing a lesson plan.

Who Conducts Classroom Observations?

Gathering different perspectives can help to create a complete and accurate picture of a teacher educator's performance.

Teacher educator class observers include:

- hierarchical chairs,
- teacher educator,
- student teachers,
- homeroom teacher,
- teacher trainers themselves by watching the recorded videos.

The Process of Conducting Classroom Observations

Classroom observations are not surprising visits. They are carefully scheduled and planned. The process of collecting meaningful data from observations of teaching involves three phases. These are the pre-observation conference, the observation, and the post-observation conference.

Phase One: The Pre-Observation Conference

The objective of the pre-observation conference is 1) to identify the focus of the observation and to prepare the observer and 2) to discuss between the teacher educator and whoever will be making the observation.

During this conference, the teacher educators use their professional development plan to explain the competencies that they are working to develop. The teacher educators should share copies of their plan for the lesson to be observed and point out where in the lesson the competency will be observable.

Phase Two: The Classroom Observation

In the observation process, the observers:

- should not draw attention to herself or himself while in the classroom.
- should not distract the student teachers or the teacher educator.
- should be seated in the back or one corner of the classroom before the lesson begins. Make a note of the competencies discussed in the pre-observation meeting during the study.
- can use the camera in the mobile phone to record video or take pictures of the target point that occurs during the lesson.

Phase Three: The Post-Observation Conference

The post-observation conference should take place as soon as possible after the observation. The conference should be held in a quiet place where the conversation between the teacher educator and the observer will not be interrupted by student teachers or others.

The conversation begins with re-stating the specific competency that was the focus of the observation. The teacher educator begins the conference by reflecting on his or her performance of the focus competency. Then the observer provides the observations collected during the lesson, noting the specific competency, for example, the use of effective questioning techniques, and where this competency was observed during the lesson. They may review photos or video data. After thanking the observer, the teacher educator takes the written observation report and other supporting evidence and tags these data. The reports of observations, along with photographs and videos can all be included in the teacher educator's professional portfolio.

Assessment by Student Teachers

Assessments of teacher educators' performance by their student teachers can provide an important source of data. Feedback from student teachers can help identify the teacher educators' strengths and suggest areas that can be further improved.

Student assessments should be anonymous. The comments they offer need to be honest. Student teachers need to be assured that they will neither be rewarded nor punished for the comments they provide.

There are two types of assessments student teachers can make – daily and end-of-semester. End-of-semester assessments provide student teachers an opportunity to reflect on the entire course experience as they complete a standardized questionnaire. The Internal Quality Assurance (IQA) office will send this questionnaire to all the student teachers after the written exam of the subject. The responding questionnaires will be sent out to the person in charge of the IQA office who will communicate the result with the personnel, academic, and/or administration office. The IQA office will share the total results of the questionnaire and evaluate the teacher educator’s teaching performance according to the student teachers’ point of view.

The items in the end-of-semester survey assessment must be aligned with the competencies and indicators listed in the PSTE. This way, the data can help identify strengths and weaknesses of the teacher educator’s performance in specific standards and competencies. It is important to note that the surveys prepared for student teachers to evaluate their instructors are standardized. That means that while they can provide data on the general levels of teacher educators’ quality, they may not assess the specific professional goals the instructor has set for himself or herself. It would be ideal for the teacher educator to have an opportunity to insert survey items that directly address those individualized goals.

Teacher educators can collect daily feedback from student teachers. One simple technique for collecting this data is the use of *Exit Cards*. The Exit Card is a quick, written response to a set of standard prompts. See Annex 2 for a sample Exit Card.

Student teachers complete Exit Cards in about five minutes at the end of each class. The Exit Cards are meant to be anonymous. Because the prompts remain the same for every class, after a few sessions the student teachers typically have these questions in mind during the lesson. They start to think about identifying important ideas, think about their own questions and understanding, and reflect on how they are feeling about the course content and the teacher educator’s skills. An important benefit of this technique is that the student teachers begin to develop habits of reflective practice.

The teacher educator collects the completed Exit Cards from every student teacher as they exit the class. Later the teacher educator can review the Exit Card comments and if necessary, adapt instruction according to the feedback received from the student teachers. Samples of Exit Cards might be used as authentic data on the knowledge, professional skills, and behaviors of the teacher educator. The teacher educator will want to select a sample of student Exit Cards, tag them, and place these in his or her professional portfolio.

The Teacher Educator Professional Portfolio

The professional portfolio is a storage place for data the teacher educators have collected to serve as evidence of meeting the competencies of the professional standards. The professional portfolio does not need to keep all the data the teacher educator has collected. The collected data can be kept in soft and/or hard copies. Over an academic year, the teacher educator is constantly determining which pieces of data best highlight or provide evidence of the teacher educator's competence.

The teacher educators should develop a basic set of documents for the portfolio. These preliminary documents might include:

- background and personal data of the teacher educator.
- transcripts and records of diplomas from BA, MA, or PhD programs.
- awards, certificates, medals, publications.
- statement of personal education philosophy.
- self-assessment.
- contract agreements.
- syllabi of specific subjects, lesson plans, and teaching materials.

Other types of evidence are developed through the performance management process as described above.

The ROW-Assessment Cycle

The Results Oriented Work Assessment Cycle (ROW assessment) is the process by which teacher educator performance is monitored by measuring the individual professional portfolio against the professional standards for teacher educators. The ROW assessment is an important part of the performance management system.

The ROW Assessment cycle consists of three stages – Contract Agreement, Performance Review, and ROW Assessment. These are explained in more detail below.



ROW-assessment cycle

Stage 1: Contract agreement

At the beginning of each academic year, the teacher educators write their professional development goals. These goals must be closely linked to the PSTE. The teacher educators also write a plan of specific professional development activities and the results that are expected to be achieved.

The teacher educators then schedule an appointment with their immediate supervisor to discuss this statement of goals, the CPD plan, and expected outcomes. The supervisor may have suggestions for additional goals or areas of the professional standards to be developed. The supervisor and the teacher educators complete a form summarizing this professional goal setting and personalized professional development plan. See Annex 3 for a suggested sample of this contract form.

It is not necessary that teacher educators identify goals in all six areas of the professional standards. The teacher educators and supervisors can identify high priority goals in just a few standards but with an emphasis on developing a depth of evidence for that standard. The teacher educators and supervisor sign the agreement. One copy of the agreement is kept in the teacher educators' professional portfolio. The supervisor keeps a copy of the agreement in the teacher educator's individual profile.

Stage 2: Performance Review

The second stage of the ROW assessment process, the performance review, is intended to provide an opportunity to monitor progress. If this step is omitted or saved for the end of the year, there will be no opportunity to adapt the plan or the teacher educators' progress. It is also a valuable opportunity for the teacher educators to explain what progress they have made toward achieving professional performance goals and to get feedback and encouragement from the supervisor.

In the mid-academic year, the teacher educators will schedule a performance management conference with the supervisor. The teacher educators will write a brief report of professional development activities completed and evidence of having met specific professional competencies. The teacher educators will also select in advance 2-3 pieces of evidence from the portfolio to use during the discussion of progress.

During the performance management conference, the teacher educators discuss progress made according to the goals planned in the performance contract. The supervisor will record progress in their copy of the performance agreement. At this point, the teacher educators may decide to add new goals or delete previous goals. The supervisor can advise. During this mid-year conference, the supervisor may also suggest specific professional development strategies.

If necessary, the supervisor and teacher educators may decide to modify the performance contract. Copies of the revised performance contract are kept in the teacher educators' portfolios and the supervisor's files.

Stage 3: ROW-assessment

At the end of the academic year, the teacher educators write a final report about their achievements in this academic year. This reflection is included in the professional portfolio and presented to the supervisor during an end-of-semester performance evaluation conference.

The supervisor or the teacher educators may choose to invite other people to participate in this performance review conference. This might be teacher educators who have specific content knowledge of the subject or course the teacher educators teach. It may be a peer who co-teaches with the teacher educators. The important objective of the performance evaluation conference is to make sure that an accurate and thorough assessment is made, and that a fair and evidence-based evaluation is completed.

The description is the first step in the ROW assessment process. Analysis of the evidence in the teacher educators' portfolio should identify both positive and negative findings. Reflective commentary contained in the tags written by the teacher educators on the aspects of the practice represented in their portfolios involves a synthesis of the findings.

ROW-assessment of the teacher educators is divided into three levels.

1. There is an insufficient assessment if the agreed results are not achieved.
2. There is a good assessment if the results have been achieved in accordance with the agreement.
3. There is an excellent assessment if the results achieved far exceed the agreed level.

If the teacher educators successfully achieve their professional development goals, this should be noted in the contract agreement between the teacher educators and the supervisor. If it is determined that the teacher educators did not achieve the performance objectives, the teacher educators and the supervisor should analyze the cause of the failure and consider other strategies that might be used to achieve the objectives or change objectives for the next year.

Outcomes of Teacher Performance Evaluation and Supervision

Regular assessments and evaluations are part of the teacher educators' performance management system. The professional standards for teacher educators provide a direction for teacher professional development. Performance improvement is,

however, a responsibility shared between the teacher educators and the heads of department/technical team leaders or another designated supervisor.

Professional educators take responsibility for the learning of all the student teachers in their classrooms. In the same way, the teacher educators' supervisor is responsible for all the teacher educators under his/her supervision and is held accountable for the continuing progress of the teacher educators in that institution. The professional standards and the ROW assessment tools are not intended to distinguish competent teacher educators from incompetent ones. They are instead, part of a process of supportive supervision in which the professional teacher educators and their supervisor work together through a structured system of support that aims to enable all teacher educators to improve their skills and reach the goals they have set for themselves.

The supervisor must take an active, leadership role in the process of teacher educators' performance management. This means they are actively engaged with all teacher educators as they set individualized professional development goals. Supervisors actively participate in formal classroom observations of teacher education. They actively participate in scheduled individual performance conferences. And they actively participate in the process of evaluating teacher educators' performance portfolios.

The supervisor is responsible as a learning coach and mentor to support the professional success of every teacher educator in TEIs from novice to senior teacher educators. The supervisor must know and be able to select from a variety of supportive strategies. A few illustrative supportive strategies are described below:

- **Assign a peer mentor** There is ample evidence to show that paired learning can be a very effective learning strategy that often results in the further development of both partners. The supervisor should have a clear understanding of the strengths and shortcomings of teacher educators under his/her supervision. The supervisor can schedule a conference with the teacher educator and a peer and define a list of performance objectives (such as lesson planning, creating teaching and learning resources, familiarization with education law and ministry policies, etc.) and set a timeline for achieving this progress.
- **Assign professional resources** The internet has made it possible to provide educators everywhere with access to professional development resources on a wide variety of topics. Some videos explain aspects of classroom teaching. Some websites provide access to subject knowledge. There are curriculum guides, model teaching units and sample lesson plans, journal articles, and

essays. The teacher educator's supervisor can help direct teacher educators to these resources.

- **Team planning and team teaching** Often, reading about some new teaching technique or even viewing it online is not enough to help a teacher educator apply this information to her or his own teaching practices. The teacher educator can become actively engaged in team planning and team teaching either directly with the supervisor or with another teacher educator. They discuss the curriculum, plan lessons and activities together, and implement these activities as a teaching team. After team teaching, peers can also discuss the quality of the lesson and evaluate it with samples of students' work.
- **Lesson study** Although lesson plans are generally thought of as outlines of lesson activities, they can also be used to reflect the lesson planner's professional knowledge, professional practice, education research, and ethical behavior. The supervisor can organize and schedule lesson study meetings. During a lesson study meeting, teacher educators share lessons they have developed either in pairs or in small groups. They may exchange written lesson plans with each other. The lesson plans can be analyzed by using a set of criteria such as the competencies and the indicators of the professional standards. The teacher educator's supervisor can take an active role in this process by developing a lesson plan that introduces innovative pedagogy or the use of teaching technology.
- **Site-based professional development** The teacher educator's supervisor is the educational leader of the teacher education team. He or she may decide that team members might benefit from a brief, targeted professional development activity held within the teacher education institution. The teacher educator's supervisor can facilitate this workshop or arrange for a colleague to facilitate it. The supervisor may also determine that it is more effective to arrange for an expert guest speaker such as a representative from higher education, a professional from the Ministry of Education Youth and Sport, a classroom teacher, or a school administrator to address the faculty on issues that relate directly to the professional standards.

All of these support strategies are no-cost or low-cost techniques, but they do require the leadership that only the supervisor can provide. The supervisor is also responsible for managing time and schedule to make it possible for teacher educators to plan together, teach together, and learn together.

Performance Management

The teacher educator supervisor is not only responsible for the professional performance and development of an *individual* teacher educator, but he or she is also responsible for the improvement of the entire *team* of teacher educators and the learning outcomes (for student teachers and children in preschool, primary and lower secondary classrooms). The supervisor must always be monitoring the quality improvement of the team. Supervisors can have an active role in this process and in achieving this objective. The following list identifies only some of the strategies supervisors can use to manage the quality of the initial teacher education team.

- **Recordkeeping** The teacher educator's supervisor must keep accurate and up-to-date records of individual performances, evaluations, and supportive interventions. However, the supervisor must also keep records of the overall quality and performance of the initial teacher education unit. These records may show how many of the teacher educators have met minimum quality standards and where all teacher educators stand in their progress toward meeting higher levels of performance. Supervisors and their institutional leaders must also keep accurate records that track the progress of student teachers who complete their course of initial teacher education. These records may show how many student teachers get hired. Follow-up investigations can also collect data on novice teachers' level of professional preparation from the perspective of school leaders in preschools, primary schools, and lower secondary schools. This feedback can provide vital information on the quality of the unit and the program of initial teacher education.
- **Maintaining professional resources** Professional teacher educators need access to quality resources including official documents and resources from internet sources. The supervisor should work collaboratively with the librarian to develop and maintain a collection of professional resources. The supervisor may request contributions from exemplary classroom teachers and school leaders and add these to the site-based professional development collection. Ideally, supervisors can share CPD resources among TEIs.
- **Annual Team Evaluation Report** Using the PSTE as the benchmark, supervisors can prepare annual reports on the fitness of staff and the continued improvement of the teacher education program. The supervisor should be expected to develop a realistic timeline of performance improvement for the team. This report can convey information about the

quality status of individuals (without identifying individual teacher educators) as well as information on the overall quality of the teacher educators.

- **Assessment of CPD needs.** Based on team goals and an assessment of individual performance management plans the supervisor can develop a prioritized list of resources, equipment, and other materials for a site-based, targeted CPD plan. Requests from supervisors can help inform the long-range planning for CPD programs.

Ultimately, the desired outcome of the professional standards is to improve the performance of teacher educators in TEIs and prepare newly qualified teachers.

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Annex1: A Sample Evidence Tag Completed

Description	Sample of student teacher's work from course assignment (student teacher lesson plan)
Date Collected	17 October 2024
Reflection	After introducing the concept of collaborative learning, I modeled a collaborative learning teaching technique which the student teachers then used to develop their own lesson plans for collaborative learning. The student teacher has adapted these techniques into the lesson plan she created. The sample is evidence of my knowledge of planning instruction
Link to Professional Standards	Professional Practice Competency 2.1

Annex2: A Sample Exit Card

What was the most important idea you learned today?	
What is one question you have about what you learned today?	
What comment do you have about today's class?	

Annex3: A suggested sample of the Performance Contract

	Start of Academic Year (date) Goals	Mid-Academic Year (date) Progress	End of Academic Year (date) Evaluation
Professional Knowledge	Goal: Plan:	Goal: Plan:	Goal: Plan:
Professional Practice	Goal: Plan:	Goal: Plan:	Goal: Plan:
Professional Ethics	Goal: Plan:	Goal: Plan:	Goal: Plan:
Professional Development	Goal: Plan:	Goal: Plan:	Goal: Plan:
Educational Research	Goal: Plan:	Goal: Plan:	Goal: Plan:
Curriculum Implementation	Goal: Plan:	Goal: Plan:	Goal: Plan:
Teacher Educator Signature			
Supervisor Signature			

Annex4: The Professional standards for teacher educators at RTTCs, PTTCs, and PSTTCs

Below are the combined competencies and indicators for the six areas of the professional standards for teacher educators.

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
Professional Knowledge	1.1 Knowledge of student teachers	1.1.1 Demonstrate understanding of how gender, socio-economic factors, disabilities and anticity that effect student teachers learning and how to resolve those factors	<ul style="list-style-type: none"> •Lesson Plans •Reports or mission letters or certificates of participation in workshop related to gender, socio-economics, disabilities, and hostility that affect student teachers' learning 	1.1.1. Demonstrate understanding of how gender, socio-economic factors, disabilities and anticity that effect student teachers learning and how to resolve those factors	<ul style="list-style-type: none"> •Lesson Plans •Reports or mission letters or certificates of participation in workshop related to gender, socio-economics, disabilities, and hostility that affect student teachers' learning 	1.1.1. Demonstrate understanding of how gender, socio-economic factors, disabilities and anticity that effect student teachers learning and how to resolve those factors	<ul style="list-style-type: none"> •Lesson Plans •Reports or mission letters or certificates of participation in workshop related to gender, socio-economics, disabilities, and hostility that affect student teachers' learning
		1.1.2. Demonstrate understanding of student teachers learning needs, capacity, academic backgrounds and attitude to learning	<ul style="list-style-type: none"> •Presentations include lesson slides Video and/or Voice Recording •Teacher educators' evaluation by student teachers 	1.1.2. Demonstrate understanding of student teachers learning needs, capacity, academic backgrounds and attitude to learning	<ul style="list-style-type: none"> •Presentations include lesson slides Video and/or Voice Recording •Teacher educators' evaluation by student teachers 	1.1.2. Demonstrate understanding of student teachers learning needs, capacity, academic backgrounds and attitude to learning	<ul style="list-style-type: none"> •Presentations include lesson slides Video and/or Voice Recording •Teacher educators' evaluation by student teachers
		1.1.3. Demonstrate understanding of how student teachers learn and their learning capacity	<ul style="list-style-type: none"> • Teacher educators' self-assessment report 	1.1.3. Demonstrate understanding of how student teachers learn and their learning capacity	<ul style="list-style-type: none"> • Teacher educators' self-assessment report 	1.1.3. Demonstrate understanding of how student teachers learn and their learning capacity	<ul style="list-style-type: none"> • Teacher educators' self-assessment report

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		1.1.4. Demonstrate understanding of how disability and ethnicity influence student teachers learning	<ul style="list-style-type: none"> •Teacher educators' professional portfolio •Student Teachers' portfolio •Classroom 	1.1.4. Demonstrate understanding of how disability and ethnicity influence student teachers learning	<ul style="list-style-type: none"> •Teacher educators' professional portfolio •Student Teachers' portfolio •Classroom 	1.1.4. Demonstrate understanding of how disability and ethnicity influence student teachers learning	<ul style="list-style-type: none"> •Teacher educators' professional portfolio •Student Teachers' portfolio •Classroom
		1.1.5. Demonstrate ability to give equal access of gender and ethnic group	<ul style="list-style-type: none"> •Observation Report •Student Teachers' Welfare Services Report 	1.1.5. Demonstrate ability to give equal access of gender and ethnic group	<ul style="list-style-type: none"> •Observation Report •Student Teachers' Welfare Services Report •Student Teacher Welfare Services Report 	1.1.5. Demonstrate ability to give equal access of gender and ethnic group	<ul style="list-style-type: none"> •Observation Report •Student Teachers' Welfare Services Report
		1.1.6. Give all student teachers equal attention and access to resources		1.1.6. Give all student teachers equal attention and access to resources		1.1.6. Give all student teachers equal attention and access to resources	
		1.1.7. Shows interest in (learning of) the student teachers.		1.1.7. Shows interest in (learning of) the student teachers.		1.1.7. Shows interest in (learning of) the student teachers.	
	1.2 Knowledge of subject contents	1.2.1. Hold qualification relevant to specialized subjects	<ul style="list-style-type: none"> •Degree and transcript (at least Master's degree relevant to taught subjects) 	1.2.1. Hold qualification relevant to specialized subjects	<ul style="list-style-type: none"> •Degree and transcript (at least Master's degree) •Course syllabi 	1.2.1. Hold qualification relevant to specialized subjects	<ul style="list-style-type: none"> •Degree and transcript (at least Bachelor's relevant to taught subjects)
		1.2.2. Have broad knowledge on specialized subjects	<ul style="list-style-type: none"> •Course syllabi •Lesson Plans 	1.2.2. Have broad knowledge on specialized subjects	<ul style="list-style-type: none"> •Lesson Plans 	1.2.2. Have broad knowledge on specialized subjects	<ul style="list-style-type: none"> •Course syllabi •Lesson Plans

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		1.2.3. Have knowledge of national education policy, goals and objectives of education	<ul style="list-style-type: none"> •Presentation Video and Voice recordings •Self-assessment Report •Monitoring and evaluation report of teaching •Report, Mission Letters, or Certificates of participation in the relevant workshops 	1.2.3. Have knowledge of national education policy, goals and objectives of education	<ul style="list-style-type: none"> •Presentation Video and Voice recordings •Self-assessment Report •Monitoring and evaluation report of teaching •Report, Mission Letters, or Certificates of participation in the relevant workshops 	1.2.3. Have knowledge of national education policy, goals and objectives of education	<ul style="list-style-type: none"> •Presentation Video and Voice recordings •Self-assessment Report •Monitoring and evaluation report of teaching •Report, Mission Letters, or Certificates of participation in the relevant workshops
		1.2.4. Have a well-organized lesson plan		1.2.4. Have a well-organized lesson plan		1.2.4. Have a well-organized lesson plan	
		1.2.5. Have ability to explain lessons according to the curriculum contents		1.2.5. Have ability to explain lessons according to the curriculum contents		1.2.5. Have ability to explain lessons according to the curriculum contents	
		1.2.6. Demonstrate understanding of how to link one subject to another that teacher students can apply		1.2.6. Demonstrate understanding of how to link one subject to another that teacher students can apply		1.2.6. Demonstrate understanding of how to link one subject to another that teacher students can apply	
		1.2.7. Demonstrate understanding of the latest research articles related to specialized subjects		1.2.7. Demonstrate understanding of the latest research articles related to specialized subjects		1.2.7. Demonstrate understanding of the latest research articles related to specialized subjects	
		1.2.8. Demonstrate understanding of up-to-date information in teaching		1.2.8. Demonstrate understanding of up-to-date information in teaching		1.2.8. Demonstrate understanding of up-to-date information in teaching	

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		1.2.9. Demonstrate understanding of the concepts, theories, and practices in specialized subjects		1.2.9. Demonstrate understanding of the concepts, theories, and practices in specialized subjects		1.2.9. Demonstrate understanding of the concepts, theories, and practices in specialized subjects	
	<i>1.3 Knowledge of student teacher's learning styles</i>	1.3.1. Demonstrate understanding of the educational context of each classroom	<ul style="list-style-type: none"> • Student teachers' learning outcomes • Feedback from student teachers/supervisors 	1.3.1. Demonstrate understanding of the educational context of each classroom	<ul style="list-style-type: none"> • Student teachers' learning outcomes • Feedback from student teachers/supervisors 	1.3.1. Demonstrate understanding of the educational context of each classroom	<ul style="list-style-type: none"> • Student teachers' learning outcomes • Feedback from student teachers/supervisors
1.3.2. Demonstrate understanding how student teachers' learning		<ul style="list-style-type: none"> • Videos and/or voice recordings of teaching • Lesson Plans 	1.3.2. Demonstrate understanding how student teachers' learning	<ul style="list-style-type: none"> • Videos and/or voice recordings of teaching • Lesson Plans 	1.3.2. Demonstrate understanding how student teachers' learning	<ul style="list-style-type: none"> • Videos and/or voice recordings of teaching • Lesson Plans 	
1.3.3. Demonstrate knowledge of pedagogy and teaching methods		<ul style="list-style-type: none"> • Designed assessment tools and results • Homework by subjects 	1.3.3. Demonstrate knowledge of pedagogy and teaching methods	<ul style="list-style-type: none"> • Designed assessment tools and results • Homework by subjects 	1.3.3. Demonstrate knowledge of pedagogy and teaching methods	<ul style="list-style-type: none"> • Designed assessment tools and results • Homework by subjects 	
1.3.4. Demonstrate understanding of student teachers' learning for common and specialized subjects			1.3.4. Demonstrate understanding of student teachers' learning for common and specialized subjects		1.3.4. Demonstrate understanding of student teachers' learning for common and specialized subjects		

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		1.3.5. Use teaching strategies appropriate to the abilities and needs of student teachers to achieve the objectives of the lesson.		1.3.5. Use teaching strategies appropriate to the abilities and needs of student teachers to achieve the objectives of the lesson.		1.3.5. Use teaching strategies appropriate to the abilities and needs of student teachers to achieve the objectives of the lesson.	
	1.4. Knowledge of educational context	1.4.1. Demonstrate understanding of the laws, policies, and education system in Cambodia	Be able to describe: <ul style="list-style-type: none"> •Education Law in Cambodia •Education system in Cambodia •Sustainable Education Development Goals •Ministry policy •Teacher policy 	1.4.1. Demonstrate understanding of the laws, policies, and education system in Cambodia	Be able to describe: <ul style="list-style-type: none"> •Education Law in Cambodia •Education system in Cambodia •Sustainable Education Development Goals •Ministry policy •Teacher policy 	1.4.1. Demonstrate understanding of the laws, policies, and education system in Cambodia	Be able to describe: <ul style="list-style-type: none"> •Education Law in Cambodia •Education system in Cambodia •Sustainable Education Development Goals •Ministry policy •Teacher policy •National Policy on Early Childhood Education and Care
		1.4.2. Demonstrate understanding of the regional and global education systems		1.4.2. Demonstrate understanding of the regional and global education systems		1.4.2. Demonstrate understanding of the regional and global education systems	
		1.4.3. Demonstrate understanding of current education challenges.		1.4.3. Demonstrate understanding of current education challenges.		1.4.3. Demonstrate understanding of current education challenges.	
II. Professional Practice	2.1. Planning and Monitoring	2.1.1. Prepare effective lesson plans	<ul style="list-style-type: none"> •Assessment tools •Tasks by subjects 	2.1.1. Prepare effective lesson plans	<ul style="list-style-type: none"> •Assessment tools •Tasks by subjects 	2.1.1. Prepare effective lesson plans	<ul style="list-style-type: none"> •Assessment tools •Tasks by subjects

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
	<i>of Student Teachers' Learning Outcomes</i>	2.1.2. Prepare appropriate materials to achieve student teachers' learning outcomes	<ul style="list-style-type: none"> The lesson plan with clear learning objectives, learning activities and assessments Scoring and grading systems 	2.1.2. Prepare appropriate materials to achieve student teachers' learning outcomes	<ul style="list-style-type: none"> The lesson plan with clear learning objectives, learning activities and assessments Scoring and grading systems 	2.1.2. Prepare appropriate materials to achieve student teachers' learning outcomes	<ul style="list-style-type: none"> The lesson plan with clear learning objectives, learning activities and assessments Scoring and grading systems
		2.1.3. Use various assessment methods appropriate for student teachers' learning	<ul style="list-style-type: none"> Report of assessment and evaluation results Observation records Progress reports on student teachers 	2.1.3. Use various assessment methods appropriate for student teachers' learning	<ul style="list-style-type: none"> Report of assessment and evaluation results Observation records Progress reports on student teachers 	2.1.3. Use various assessment methods appropriate for student teachers' learning	<ul style="list-style-type: none"> Report of assessment and evaluation results Observation records Progress reports on student teachers
		2.1.4. Assess the student teachers' learning with reliable and valid tools	<ul style="list-style-type: none"> Feedback to student teachers and guardians Academic transcripts and Certificate(s) of completion 	2.1.4. Assess the student teachers' learning with reliable and valid tools	<ul style="list-style-type: none"> Feedback to student teachers and guardians Academic transcripts and Certificate(s) of completion 	2.1.4. Assess the student teachers' learning with reliable and valid tools	<ul style="list-style-type: none"> Feedback to student teachers and guardians Academic transcripts and Certificate(s) of completion
		2.1.5. Monitor student teachers' involvement and development	<ul style="list-style-type: none"> Report of student teachers' self - assessment 	2.1.5. Monitor student teachers' involvement and development	<ul style="list-style-type: none"> Report of student teachers' self - assessment 	2.1.5. Monitor student teachers' involvement and development	<ul style="list-style-type: none"> Report of student teachers' self - assessment
		2.1.6. Demonstrate a clear systematic evaluation in education	<ul style="list-style-type: none"> Report of self-assessment and reflections of teacher educators 	2.1.6. Demonstrate a clear systematic evaluation in education	<ul style="list-style-type: none"> Report of self-assessment and reflections of teacher educators 	2.1.6. Demonstrate a clear systematic evaluation in education	<ul style="list-style-type: none"> Report of self-assessment and reflections of teacher educators

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		2.1.7. Analyze and use test results to enhance the effectiveness of learning and teaching		2.1.7. Analyze and use test results to enhance the effectiveness of learning and teaching		2.1.7. Analyze and use test results to enhance the effectiveness of learning and teaching	<ul style="list-style-type: none"> • Samples of teaching materials • Sample lesson plan • Sample of student teacher learning
		2.1.8. Provide feedback to student teachers, guardians of their progress in knowledge, skills and attitude		2.1.8. Provide feedback to student teachers, guardians of their progress in knowledge, skills and attitude		2.1.8. Provide feedback to student teachers, guardians of their progress in knowledge, skills and attitude.	
						2.1.9. Develop guideline on the early childhood development	
	2.2. Management of Learning Environment	2.2.1. Create safe learning environment and motivate student teachers' learning	<ul style="list-style-type: none"> • Lesson Plans • Evaluation tools • Assignments for any subjects • Report of self-assessment • Student teachers' monitoring report 	2.2.1. Create safe learning environment and motivate student teachers' learning	<ul style="list-style-type: none"> • Lesson Plans • Evaluation tools • Assignments for any subjects • Report of self-assessment • Student teachers' monitoring report 	2.2.1. Create safe learning environment and motivate student teachers' learning	<ul style="list-style-type: none"> • Lesson Plans • Evaluation tools • Assignments for any subjects • Report of self-assessment • Student teachers' monitoring report
		2.2.2. Help student teachers to be responsible for their studies		2.2.2. Help student teachers to be responsible for their studies		2.2.2. Help student teachers to be responsible for their studies	

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		2.2.3. Participate in TEIs to support learning and the well-being of student teachers	<ul style="list-style-type: none"> •Attendance lists of workshops •Learning plans and activities •Classroom observation report 	2.2.3. Participate in TEIs to support learning and the well-being of student teachers	<ul style="list-style-type: none"> •Attendance lists of workshops •Learning plans and activities •Classroom observation report 	2.2.3. Participate in TEIs to support learning and the well-being of student teachers	<ul style="list-style-type: none"> •Attendance lists of workshops •Learning plans and activities •Classroom observation report
		2.2.4. Lead the student teachers to apply profession study	<ul style="list-style-type: none"> •Reflective Report and feedback on the implementation of teacher education curriculum 	2.2.4. Lead the student teachers to apply profession study	<ul style="list-style-type: none"> •Reflective Report and feedback on the implementation of teacher education curriculum 	2.2.4. Lead the student teachers to apply profession study	<ul style="list-style-type: none"> •Reflective Report and feedback on the implementation of teacher education curriculum
		2.2.5. Assist student teachers in organizing study and practicum	<ul style="list-style-type: none"> •The structure of the work of student teachers to ensure a clean learning classroom/ environment 	2.2.5. Assist student teachers in organizing study and practicum	<ul style="list-style-type: none"> •The structure of the work of student teachers to ensure a clean learning classroom/ environment 	2.2.5. Assist student teachers in organizing study and practicum	<ul style="list-style-type: none"> •The structure of the work of student teachers to ensure a clean learning classroom/ environment
		2.2.6. Manage classrooms effectively and good cooperation	<ul style="list-style-type: none"> •The structure of the work of student teachers to ensure a clean learning classroom/ environment 	2.2.6. Manage classrooms effectively and good cooperation	<ul style="list-style-type: none"> •The structure of the work of student teachers to ensure a clean learning classroom/ environment 	2.2.6. Manage classrooms effectively and good cooperation	<ul style="list-style-type: none"> •The structure of the work of student teachers to ensure a clean learning classroom/ environment
	2.3. Teaching Methodology	2.3.1. Use various teaching methods to support the appropriate learning of student teachers	<ul style="list-style-type: none"> •Course syllabi •Lesson Plans •Assessment tools •The tasks of student teachers 	2.3.1. Use various teaching methods to support the appropriate learning of student teachers	<ul style="list-style-type: none"> •Course syllabi •Lesson Plans •Assessment tools •The tasks of student teachers 	2.3.1. Use various teaching methods to support the appropriate learning of student teachers	<ul style="list-style-type: none"> •Course syllabi •Lesson Plans •Assessment tools •The tasks of student teachers
		2.3.2. Prepare and provide opportunities for student teachers to study and solve problems with	<ul style="list-style-type: none"> •Video and/or voice recording and multimedia •Reflective report and feedback on 	2.3.2. Prepare and provide opportunities for student teachers to study and solve problems with	<ul style="list-style-type: none"> •Video and/or voice recording and multimedia •Reflective report and feedback on 	2.3.2. Prepare and provide opportunities for student teachers to study and solve problems with	<ul style="list-style-type: none"> •Video and/or voice recording and multimedia •Reflective report and feedback on

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		commonsense and creativity.	the implementation of Course syllabi •Attendance lists workshops on teaching methods	commonsense and creativity.	the implementation of Course syllabi •Attendance lists workshops on teaching methods	commonsense and creativity.	the implementation of Course syllabi •
		2.3.3. Use information technology to make effective teaching and learning	•Classroom observation report on the use of ICT in teaching and learning	2.3.3. Use information technology to make effective teaching and learning	•Classroom observation report on the use of ICT in teaching and learning	2.3.3. Use information technology to make effective teaching and learning	•Attendance lists workshops on teaching methods •Classroom observation report on the use of ICT in teaching and learning
		2.3.4. Use innovative teaching methods to link theories to practices	•Homework by subjects •Certificates of professional development workshops on teaching methods	2.3.4. Use innovative teaching methods to link theories to practices	•Homework by subjects •Certificates of professional development workshops on teaching methods	2.3.4. Use innovative teaching methods to link theories to practices	•Homework by subjects •Certificates of professional development workshops on teaching methods
		2.3.5 Identifies learners with special needs learners and adapts instruction		2.3.5 Identifies learners with special needs learners and adapts instruction		2.3.5 Identifies learners with special needs learners and adapts instruction	
	2.4. Collaboration	2.4.1. Create networking and collaboration between student teachers and teacher educators' community in and outside RTTC.	•Self-assessment report •Report reflect and provide feedback on the implementation of	2.4.1. Create networking and collaboration between student teachers and teacher educators' community in and outside PTTC.	•Self-assessment report •Report reflect and provide feedback on the implementation of	2.4.1. Create networking and collaboration between student teachers and teacher educators' community in and outside PSTTC.	•Self-assessment report •Report reflect and provide feedback on the implementation of

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		2.4.2. Collaborate regularly with stakeholders to Improve effective teaching and learning and educational research	teacher training programs <ul style="list-style-type: none"> • Lesson Plans • Assessment tools • The work model of student teachers • Assignments for any subject • Monitoring and evaluation of educational programs 	2.4.2. Collaborate regularly with stakeholders to Improve effective teaching and learning and educational research	teacher training programs <ul style="list-style-type: none"> • Lesson Plans • Assessment tools • The work model of student teachers • Assignments for any subject • Monitoring and evaluation of educational programs 	2.4.2. Collaborate regularly with stakeholders to Improve effective teaching and learning and educational research	teacher training programs <ul style="list-style-type: none"> • Lesson Plans • Assessment tools • The work model of student teachers • Assignments for any subject • Monitoring and evaluation of educational programs
III. Professional Development	3.1. Self-study and reflection	3.1.1. Evaluate strengths, weaknesses and needs to develop CPD professional learning plan (PLP)	<ul style="list-style-type: none"> • Goals and professional development activities • Professional development plan 	3.1.1. Evaluate strengths, weaknesses and needs to develop CPD professional learning plan (PLP)	<ul style="list-style-type: none"> • Goals and professional development activities • Professional development plan 	3.1.1. Evaluate strengths, weaknesses and needs to develop CPD professional learning plan (PLP)	<ul style="list-style-type: none"> • Goals and professional development activities • Professional development plan
		3.1.2. Conduct self-assessment of PLP	<ul style="list-style-type: none"> • Self-reflective report or self-assessment 	3.1.2. Conduct self-assessment of PLP	<ul style="list-style-type: none"> • Self-reflective report or self-assessment 	3.1.2. Conduct self-assessment of PLP	<ul style="list-style-type: none"> • Self-reflective report or self-assessment
		3.1.3. Use various sources to evaluate performance of teacher educators	<ul style="list-style-type: none"> • Attendance Lists of Workshops • Co-publication • Certificate of completion of learning additional skills 	3.1.3. Use various sources to evaluate performance of teacher educators	<ul style="list-style-type: none"> • Attendance Lists of Workshops • Co-publication • Certificate of completion of learning additional skills 	3.1.3. Use various sources to evaluate performance of teacher educators	<ul style="list-style-type: none"> • Attendance Lists of Workshops • Co-publication • Certificate of completion of learning additional skills
		3.1.4. Conduct self-reflection systematically and	<ul style="list-style-type: none"> • Attendance Lists of Workshops • Co-publication • Certificate of completion of learning additional skills 	3.1.4. Conduct self-reflection systematically and	<ul style="list-style-type: none"> • Attendance Lists of Workshops • Co-publication • Certificate of completion of learning additional skills 	3.1.4. Conduct self-reflection systematically and	<ul style="list-style-type: none"> • Attendance Lists of Workshops • Co-publication • Certificate of completion of learning additional skills

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		regularly on teaching performance	<ul style="list-style-type: none"> •Diplomas/Degrees •Conference Program 	regularly on teaching performance	<ul style="list-style-type: none"> •Diplomas/Degrees •Conference Program 	regularly on teaching performance	<ul style="list-style-type: none"> •Diplomas/Degrees •Conference Program
		3.1.5. Apply technology skills in teaching and learning	<ul style="list-style-type: none"> •Agreement on PLP 	3.1.5. Apply technology skills in teaching and learning	<ul style="list-style-type: none"> •Agreement on PLP 	3.1.5. Apply technology skills in teaching and learning	<ul style="list-style-type: none"> •Agreement on PLP
		3.1.6 Develop English proficiency at Intermediate level		3.1.6 Develop English proficiency at Intermediate level		3.1.6 Develop English proficiency at Intermediate level	
	3.2 Participation in continuous professional development	3.2.1. Upgrade qualifications through participation in short courses, seminars, workshop, and national and international conferences	<ul style="list-style-type: none"> •Lesson Plans •Professional articles reading log •Attendance Lists of workshop training course • Certificate of Attendance of learning additional skills 	3.2.1. Upgrade qualifications through participation in short courses, seminars, workshop, and national and international conferences	<ul style="list-style-type: none"> •Lesson Plans •Professional articles reading log •Attendance Lists of workshop training course • Certificate of Attendance of learning additional skills 	3.2.1. Upgrade qualifications through participation in short courses, seminars, workshop, and national and international conferences	<ul style="list-style-type: none"> •Lesson Plans •Professional articles reading log •Attendance Lists of workshop training course • Certificate of Attendance of learning additional skills
		3.2.2. Communicate with teacher educators and other teachers in professional activities	<ul style="list-style-type: none"> •Self-reflective or self-assessment reports 	3.2.2. Communicate with teacher educators and other teachers in professional activities	<ul style="list-style-type: none"> •Self-reflective or self-assessment reports 	3.2.2. Communicate with teacher educators and other teachers in professional activities	<ul style="list-style-type: none"> •Self-reflective or self-assessment reports

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
	3.3. <i>Participation in Professional Learning Community</i>	3.3.1. Share the best practices in the PLC	<ul style="list-style-type: none"> •Attendance lists of training courses 	3.3.1. Share the best practices in the PLC	<ul style="list-style-type: none"> •Attendance lists of training courses 	3.3.1. Share the best practices in the PLC	<ul style="list-style-type: none"> •Attendance lists of training courses
3.3.2. Share personal CPD experience		<ul style="list-style-type: none"> •Certificate of Attendance on additional skills 	3.3.2. Share personal CPD experience	<ul style="list-style-type: none"> •Certificate of Attendance on additional skills 	3.3.2. Share personal CPD experience	<ul style="list-style-type: none"> •Certificate of Attendance on additional skills 	<ul style="list-style-type: none"> •Self-reflective or self-assessment report
3.3.3. Participate and reflect on learning activities in the professional teacher and intellectual community.		<ul style="list-style-type: none"> •Self-reflective or self-assessment report •Certificate of Membership of the Professional Community •Keynote speech/presentation of related professional research reports •Appointment Letter •Certificate of Completion of a learning courses 	3.3.3. Participate and reflect on learning activities in the professional teacher and intellectual community.	<ul style="list-style-type: none"> •Self-reflective or self-assessment report •Certificate of Membership of the Professional Community •Keynote speech/presentation of related professional research reports •Appointment Letter •Certificate of Completion of a learning courses 	3.3.3 .Participate and reflect on learning activities in the professional teacher and intellectual community.	<ul style="list-style-type: none"> •Self-reflective or self-assessment report •Certificate of Membership of the Professional Community •Keynote speech/presentation of related professional research reports •Appointment Letter •Certificate of Completion of a learning courses 	
IV. Professional Ethics	4.1. <i>Caring for student teachers</i>	4.1.1. Pay attention to student teachers and the best interest of student teachers	<ul style="list-style-type: none"> •Attendance lists of RTTC events •Lesson plans 	4.1.1. Pay attention to student teachers and the best interest of student teachers	<ul style="list-style-type: none"> •Attendance lists of PTTC events •Lesson plans 	4.1.1. Pay attention to student teachers and the best interest of student teachers	<ul style="list-style-type: none"> •Attendance lists of PSTTC events •Lesson plans

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		4.1.2. Have a harmonious relationship with student teachers and the PLC	<ul style="list-style-type: none"> •Sample student teacher’s lesson plan •Teaching and learning materials 	4.1.2. Have a harmonious relationship with student teachers and the PLC	<ul style="list-style-type: none"> •Sample student teacher’s lesson plan •Teaching and learning materials 	4.1.2. Have a harmonious relationship with student teachers and the PLC	<ul style="list-style-type: none"> •Sample student teacher’s lesson plan •Teaching and learning materials
		4.1.3. Solve problems fairly and transparently	<ul style="list-style-type: none"> •Video and/or voice record of teaching •Self-assessment and reflective reports and feedback on the implementation of teacher education programs 	4.1.3. Solve problems fairly and transparently	<ul style="list-style-type: none"> •Video and/or voice record of teaching •Self-assessment and reflective reports and feedback on the implementation of teacher education programs 	4.1.3. Solve problems fairly and transparently	<ul style="list-style-type: none"> •Video and/or voice record of teaching •Self-assessment and reflective reports and feedback on the implementation of teacher education programs
		4.1.4. Demonstrate zero-tolerance for gender-based violence	<ul style="list-style-type: none"> •Banner/poster of policies on ethical behavior of instructors and student teachers. 	4.1.4. Demonstrate zero-tolerance for gender-based violence	<ul style="list-style-type: none"> •Banner/poster of policies on ethical behavior of instructors and student teachers. 	4.1.4. Demonstrate zero-tolerance for gender-based violence	<ul style="list-style-type: none"> •Banner/poster of policies on ethical behavior of instructors and student teachers.
	4.2. <i>Commitment and responsibility to teaching profession</i>	4.2.1. Have good professional ethics, living morality, and integrity as teacher educator	<ul style="list-style-type: none"> •Daily attendance list •Attendance lists of TEIs events Reports of PLC 	4.2.1. Have good professional ethics, living morality, and integrity as teacher educator	<ul style="list-style-type: none"> •Daily attendance list •Attendance lists of TEIs events Reports of PLC 	4.2.1. Have good professional ethics, living morality, and integrity as teacher educator	<ul style="list-style-type: none"> •Daily attendance list •Attendance lists of TEIs events Reports of PLC
		4.2.2. Demonstrate consistent friendly and kind and appropriate behavior	<ul style="list-style-type: none"> •Self-assessment and reflective reports and feedback on the implementation of 	4.2.2. Demonstrate consistent friendly and kind and appropriate behavior	<ul style="list-style-type: none"> •Self-assessment and reflective reports and feedback on the implementation of 	4.2.2. Demonstrate consistent friendly and kind and appropriate behavior	<ul style="list-style-type: none"> •Self-assessment and reflective reports and feedback on the implementation of

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		4.2.3. Show enthusiasm and initiative in all aspects of professional activities	teacher education programs	4.2.3. Show enthusiasm and initiative in all aspects of professional activities	teacher education programs	4.2.3. Show enthusiasm and initiative in all aspects of professional activities	teacher education programs
	4.3. A positive model of ethical behavior	4.3.1. Have integrity in the profession	<ul style="list-style-type: none"> •Internal rules for education staffs at TEIs •Self-assessment and reflective reports and feedback on the implementation of teacher education programs. •Self-reflective reports (self-assessment) •Certificate of appreciation 	4.3.1. Have integrity in the profession	<ul style="list-style-type: none"> •Internal rules for education staffs at TEIs •Self-assessment and reflective reports and feedback on the implementation of teacher education programs. •Self-reflective reports (self-assessment) •Certificate of appreciation 	4.3.1. Have integrity in the profession	<ul style="list-style-type: none"> •Internal rules for education staffs at TEIs •Self-assessment and reflective reports and feedback on the implementation of teacher education programs. •Self-reflective reports (self-assessment) •Certificate of appreciation
4.3.2. Demonstrate Understanding of professional ethics and principle guidelines of the Ministry of Education, Youth, and Sport		4.3.2. Demonstrate Understanding of professional ethics and principle guidelines of the Ministry of Education, Youth, and Sport		4.3.2. Demonstrate Understanding of professional ethics and principle guidelines of the Ministry of Education, Youth, and Sport			
4.3.3. Respect student teachers, maintain harmonious relationships in PLC		4.3.3. Respect student teachers, maintain harmonious relationships in PLC		4.3.3. Respect student teachers, maintain harmonious relationships in PLC			
4.3.4. harmoniously participate in diverse professional learning communities		4.3.4. harmoniously participate in diverse professional learning communities		4.3.4. harmoniously participate in diverse professional learning communities			
4.3.5 Cultivate moral values for student teachers and others		4.3.5 Cultivate moral values for student teachers and others		4.3.5 Cultivate moral values for student teachers and others			

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
4.4. <i>Promoting cultural competence and social justice in education</i>	4.4.1. Demonstrate understanding of cultural competence	4.4.1. Demonstrate understanding of cultural competence	<ul style="list-style-type: none"> •Reflective reports on the evidence of the promotion of social justice, (self-assessment) 	4.4.1. Demonstrate understanding of cultural competence	<ul style="list-style-type: none"> •Reflective reports on the evidence of the promotion of social justice, (self-assessment) 	4.4.1. Demonstrate understanding of cultural competence	<ul style="list-style-type: none"> •Reflective reports on the evidence of the promotion of social justice, (self-assessment)
		4.4.2. Promote social justice in teacher education		4.4.2. Promote social justice in teacher education		4.4.2. Promote social justice in teacher education	
		4.4.3. Accept and value the diversities		4.4.3. Accept and value the diversities		4.4.3. Accept and value the diversities	
4.5 <i>Evaluation of student teachers' learning outcomes</i>	4.5.1. Assess the student teachers' learning result fairly	4.5.1. Assess the student teachers' learning result fairly	<ul style="list-style-type: none"> •Assessment tools •Exam and answer keys 	4.5.1. Assess the student teachers' learning result fairly	<ul style="list-style-type: none"> •Assessment tools •Exam and answer keys 	4.5.1. Assess the student teachers' learning result fairly	<ul style="list-style-type: none"> •Assessment tools •Exam and answer keys
		4.5.2. Share the assessment methods with other teacher educators		4.5.2. Share the assessment methods with other teacher educators		4.5.2. Share the assessment methods with other teacher educators	
		4.5.3. Aligns assessment methods with other teacher educators		4.5.3. Aligns assessment methods with other teacher educators.		4.5.3. Aligns assessment methods with other teacher educators	

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
V. Educational Research	5.1. <i>Research Knowledge and Skills</i>	5.1.1. Demonstrate the research knowledge and skills	<ul style="list-style-type: none"> •Research proposals •Research plans •Research reports/articles 	5.1.1. Demonstrate the research knowledge and skills	<ul style="list-style-type: none"> •Research proposals •Research plans •Research reports/articles 	5.1.1. Demonstrate the research knowledge and skills	<ul style="list-style-type: none"> •Research proposals •Research plans •Research reports/articles
		5.1.2. Align the research methodology with the actual context	<ul style="list-style-type: none"> •Educational research surveys (action research) •Research presentation slides videos or records 	5.1.2. Align the research methodology with the actual context	<ul style="list-style-type: none"> •Educational research surveys (action research) •Research presentation slides, videos or records 	5.1.2. Align the research methodology with the actual context	<ul style="list-style-type: none"> •Educational research surveys (action research) •Research presentation slides, videos or records
		5.1.3. Supervise the student teachers and assess their research report	<ul style="list-style-type: none"> •Scholarly articles •Reflective reports and feedback on teacher education programs, assessment, and evaluation results. 	5.1.3. Supervise the student teachers and assess their research report	<ul style="list-style-type: none"> •Scholarly articles •Reflective reports and feedback on teacher education programs, assessment, and evaluation results. 	5.1.3. Supervise the student teachers and assess their research report	<ul style="list-style-type: none"> •Scholarly articles •Reflective reports and feedback on teacher education programs, assessment, and evaluation results.
	5.2. <i>Educational research practice</i>	5.2.1. Design a research proposal	<ul style="list-style-type: none"> •Research proposals •Research Reports 	5.2.1. Design a research proposal	<ul style="list-style-type: none"> •Research proposals •Research Reports 	5.2.1. Design a research proposal	<ul style="list-style-type: none"> •Research proposals •Research Reports
		5.2.2. Select appropriate research methods	<ul style="list-style-type: none"> •Published research books and presentation slides 	5.2.2. Select appropriate research methods	<ul style="list-style-type: none"> •Published research books and presentation slides 	5.2.2. Select appropriate research methods	<ul style="list-style-type: none"> •Published research books and presentation slides
		5.2.3. Analyze and reflect the of research findings/results	<ul style="list-style-type: none"> •Presentation slides or proceedings submitted to the conference 	5.2.3. Analyze and reflect the of research findings/results	<ul style="list-style-type: none"> •Presentation slides or proceedings submitted to the conference 	5.2.3. Analyze and reflect the of research findings/results	<ul style="list-style-type: none"> •Presentation slides or proceedings submitted to the conference

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		5.2.4. Conduct the research ethics review and the effects on research subjects	<ul style="list-style-type: none"> •Presentation slides, videos, or records •Abstract / executive summary •Lists of participants in research conferences. 	5.2.4. Conduct the research ethics review and the effects on research subjects	<ul style="list-style-type: none"> •Presentation slides, videos, or records •Abstract / executive summary •Lists of participants in research conferences. 	5.2.4. Conduct the research ethics review and the effects on research subjects	<ul style="list-style-type: none"> •Presentation slides, videos, or records •Abstract / executive summary •Lists of participants in research conferences.
		5.2.5. Plan and conduct research (action research)		5.2.5. Plan and conduct research (action research)		5.2.5. Plan and conduct research (action research)	
		5.2.6. Reflect on research limitations		5.2.6. Reflect on research limitations		5.2.6. Reflect on research limitations	
		5.2.7. Makes use of research results/findings to improve education		5.2.7. Makes use of research results/findings to improve education		5.2.7. Makes use of research results/findings to improve education	
		5.2.8. Demonstrate research writing skills like writing introduction, research method, Results, discussion, and conclusion of a thesis, dissertation, or journals/ manuscripts		5.2.8. Demonstrate research writing skills like writing introduction, research method, Results, discussion, and conclusion of a thesis, dissertation, or journals/ manuscripts		5.2.8. Demonstrate research writing skills like writing introduction, research method, Results, discussion, and conclusion of a thesis, dissertation, or journals/ manuscripts	
		5.2.9. Write a scholarly articles or research articles for publication		5.2.9. Write a scholarly articles or research articles for publication		5.2.9. Write a scholarly articles or research articles for publication	

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		5.2.10. Present the research findings		5.2.10. Present the research findings		5.2.10. Present the research findings	
		5.2.11. Publish research articles both in and outside the TEIs		5.2.11. Publish research articles both in and outside the TEIs		5.2.11. Publish research articles both in and outside the TEIs	
		5.2.12. Submit abstracts to the conferences or workshops for the presentations		5.2.12. Submit abstracts to the conferences or workshops for the presentations		5.2.12. Submit abstracts to the conferences or workshops for the presentations	
VI. Curriculum Implementation	6.1. Implementation and reflection on teacher education program	6.1.1. Actively participate in implementing teacher education program and taught courses	<ul style="list-style-type: none"> •Newly designed learning and teaching materials to improve short courses, taught courses, and teacher education programs •Research reports on teacher education programs •Lesson plans 	6.1.1. Actively participate in implementing teacher education program and taught courses	<ul style="list-style-type: none"> •Newly designed learning and teaching materials to improve short courses, taught courses, and teacher education programs •Research reports on teacher education programs •Lesson plans 	6.1.1. Actively participate in implementing teacher education program and taught courses	<ul style="list-style-type: none"> •Newly designed learning and teaching materials to improve short courses, taught courses, and teacher education programs •Research reports on teacher education programs •Lesson plans
		6.1.2. Actively participate in the development of new and contemporary learning materials		6.1.2. Actively participate in the development of new and contemporary learning materials		6.1.2. Actively participate in the development of new and contemporary learning materials	
		6.1.3. Actively participate in making the teacher education programs recognized		6.1.3. Actively participate in making the teacher education programs recognized		6.1.3. Actively participate in making the teacher education programs recognized	

Standard	Competencies	RTTC Instructors		PTTC Instructors		PSTTC Instructors	
		Indicators	Performance Evidence	Indicators	Performance Evidence	Indicators	Performance Evidence
		6.1.4. Actively participate in research that focuses on effective teacher education program improvement		6.1.4. Actively participate in research that focuses on effective teacher education program improvement		6.1.4. Actively participate in research that focuses on effective teacher education program improvement	
	6.2 Providing feedback on teacher education programs	6.2.1. Actively participate in continuous and on-going monitoring and evaluation of teacher education programs	<ul style="list-style-type: none"> List of participants in teacher education program evaluation Reports and feedback on teacher education programs 	6.2.1. Actively participate in continuous and on-going monitoring and evaluation of teacher education programs	<ul style="list-style-type: none"> List of participants in teacher education program evaluation Reports and feedback on teacher education programs 	6.2.1. Actively participate in continuous and on-going monitoring and evaluation of teacher education programs	<ul style="list-style-type: none"> List of participants in teacher education program evaluation Reports and feedback on teacher education programs
		6.2.2. Actively participate in self-assessment and feedback on detailed subjects and teacher education programs based on theory research and best practices on a regular basis.		6.2.2. Actively participate in self-assessment and feedback on detailed subjects and teacher education programs based on theory research and best practices on a regular basis.		6.2.2. Actively participate in self-assessment and feedback on detailed subjects and teacher education programs based on theory research and best practices on a regular basis.	

Glossary

Action Research	Action research is a form of structured inquiry whose purpose is to inform practice, not theory. Some data collection techniques include observation, interviewing, and reflection.
Assessment	Assessment refers to the tools and processes for <u>collecting</u> data.
Benchmark	A benchmark is a specific performance or accomplishment that signifies having met a particular objective.
Capacities	A capacity is the ability to perform in a way that has no limitations. For example, a teacher educator should have the capacity to think, to create, and to inspire others.
Professional Learning Community	A professional learning Community in the education sector is a group of individuals who have similar challenges and shared interests who work together to discuss key issues and to provide each other with mutual support.
Competence	Competence refers to the knowledge and ability to perform adequately.
Competency	Competency refers to the observable and measurable ability to perform specific tasks.
Data	Data (plural) are bits of evidence that can be collected, analyzed, and evaluated.
Evaluation	Evaluation refers to the process of <u>analyzing</u> data often comparing data to a standard reference.
Feedback	Feedback is information provided to an individual often about his or her performance in some task or activity by participants from those activities or tasks.
Formative evaluation	Formative evaluation is a type of assessment that is used to help identify individual strengths and to set learning goals for continuous development.
Host teacher	The host teacher is an in-service teacher who serves as a mentor of student teachers during practicum.

Individualized Plan	An individualized plan refers to a set of goals and professional development strategies based on the individual’s strengths, interests, and needs.
Induction Program	An induction program is a structured experience that often includes peer mentoring provided for in-coming teacher educators to ensure they achieve minimum competency before teaching in the initial teacher education program.
Initial Teacher Education	(as PRESET) refers to a structured post-secondary education program at TEIs intended to prepare individuals for teaching in the preschool, primary school, or-secondary levels.
Pedagogy	The term “pedagogy “refers to the repertoire of evidence-based techniques and strategies educators use to facilitate the teaching-learning process.
Performance Management	Performance management refers to the process of strategically developing human capacity through goal-setting, coaching, and progress monitoring.
Practicum	A practicum is the term used to refer to the field-based portion of the initial teacher education program and may include observations of host teachers as well as practice teaching.
Professional Development	Professional development refers to the process of life-long learning, comprised of self-instruction, peer mentoring, and formal workshops and courses in which professional educators strive to expand their capacity and performance.
Professional Portfolio	The professional portfolio is a binder or file box that holds an individual teacher educator’s evidence of having met the competencies of the professional standards for teacher educators.
Professional Standards	A set of performance objectives that, taken together, represent the knowledge base, practical skills, and habits of ethical behaviour that enable educators to make informed and effective decisions and to contribute value to the institutions where they work and to the communities where they live.
Reliable Assessment	Reliable assessment, often referred to as authentic assessment, is trustworthy, unbiased, and considered to be accurate regardless of who reviews the evidence data.

School Leader	A school leader is the designated administrative and educational leader of a pre-school, primary school, or secondary school.
Subject Area Knowledge	Subject area knowledge refers to the speciality or content area pertaining to a particular course of study, such as mathematics, foreign language, chemistry, history, or human development.
Supportive Supervision	Supportive supervision refers to the idea that a supervisor's responsibility is more than to accurately evaluate and record individual performance; they are obligated to provide the support a teacher educator needs to achieve his or her professional goals and share the responsibility for that achievement.
Summative Evaluation	Summative evaluation is a form of assessment given at the conclusion of some type of instruction, whose purpose is to determine whether individuals have achieved specific learning objectives.
Teacher Educator	A teacher educator is an educational teaching staff at TEIs responsible for implementing initial teacher education and in-service programme.